

THE ROLE OF THE OKLAHOMA STATE DEPARTMENT OF  
VOCATIONAL AND TECHNICAL EDUCATION AS  
PERCEIVED BY SELECTED ADMINISTRATORS  
AND INSTRUCTORS IN COMPREHENSIVE  
HIGH SCHOOLS

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## CHAPTER I

### INTRODUCTION

As the central administrative organization for vocational education in Oklahoma, the Oklahoma State Department of Vocational and Technical Education will play a decisive role in shaping the course of future events by providing the professional competence and leadership essential to the continuous growth and development of vocational education. New legislation and technological changes have created needs for new and different vocational programs. Vocational educators, especially at the state level, are nearing the day when there will be more work than can be done. As we prepare individuals for this task, Evans (4) says

we need to remind them and remind ourselves that our goals are to serve students, youth and adult, by helping to meet the manpower needs of the nation, (and of the world) increasing individual options of students, and lending intelligibility to all of education (p. 284).

The mission statement of the Oklahoma State Department of Vocational and Technical Education (9, p. 1) states that the function of the agency is "to educate, train and provide guidance for all persons who seek to develop the knowledge, skills and behavioral characteristics that are necessary for employment." A mission as broad as this has led to the expansion of the roles of the personnel within the State Department. The burden of transmitting information, resources and materials related to all aspects of the vocational program has been left to the State Department. Therefore, it seems appropriate that if the State Department

personnel are to reach full potential, they must be aware of their preferred roles as perceived by the individuals, namely administrators and instructors, they serve.

#### Statement of the Problem

Educators, employers and the general public increasingly are assessing vocational education at the state level in an effort to determine how it serves and can best continue to serve in meeting the vocational needs of the future. There is generally a lack of information relative to the determination of the actual and preferred roles of the state level personnel charged with meeting these needs. Without such knowledge, the effectiveness and efficiency of the state vocational staff may be subject to deterioration. Therefore, a need exists to determine what the clientele being served by the Oklahoma State Department of Vocational and Technical Education perceive as the role of the state agency.

#### Need for the Study

Why should the staff of a state agency want to determine what others think they should be doing? To answer this, one must first realize the magnitude of the responsibility of those who are given the challenge of being leaders at the state level. To provide the dynamic and viable leadership needed from these people, futuristic preparation and continuous upgrading are needed. According to Koble (7), present programs for the preparation and upgrading of leaders are not adequate in view of projected needs. A primary reason for this has been the lack of a knowledge base regarding roles and functions of the leaders.

This study was based on the premise that in order for individuals and the department to which they belong to reach maximum effectiveness in discharging responsibilities, it is essential that the role incumbents, as well as the many different groups with which they interact and serve, have knowledge of their expected role. It was planned that this study would provide the State Department with a clear picture of what their clientele expect.

#### Purpose of the Study

The purpose of this study is to determine the role(s) of the Oklahoma State Department of Vocational and Technical Education as perceived by administrators and instructors in Oklahoma's comprehensive high schools. Specifically, respondents were asked to indicate their perceptions toward certain functions which were listed as possible responsibilities of the State Department by indicating the extent to which the State Department actually performed each function for the last school year as compared to the extent to which the State Department should perform each function during the next school year.

#### Research Questions

In order to determine the role of the Oklahoma State Department of Vocational and Technical Education, the study attempted to answer the following questions:

- Question 1. What difference exists between the roles which the personnel of the State Department actually perform and those which they should perform as perceived by selected instructors and administrators?

Question 2. What difference, if any, exists in the perceived roles of the State Department as stated by comprehensive high school administrators as compared to instructors?

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

In comparison to many areas of study, little research has been done in the area of determining the role of state departments of vocational education and the personnel employed to perform their duties. It seems, however, that a review of research in other related areas may help to lay the groundwork for such a study. To develop this basis for studying the role of the Oklahoma State Department of Vocational and Technical Education, a study of literature was first made to determine the role of state departments of education and specifically, the Oklahoma State Department of Vocational and Technical Education. Other areas included in this review of literature include an Identification of the Need for the Study, Previous Research, and a Summary of the Chapter.

#### Role of the Oklahoma State Department of Vocational and Technical Education

The Oklahoma State Department of Vocational and Technical Education and its governing board were created as a result of Title 70, Section 14-104 as listed in the 1971 Oklahoma Statutes. According to the Oklahoma School Law Book for 1976 (11), the State Department shall consist of such divisions, units and positions as may be established by the

State Board of Vocational and Technical Education. The department shall be under the control of the State Board which shall formulate policies and adopt rules and regulations for the administration and operation of the department.

In order to carry out the responsibilities given them by law, the State Department operates according to the following mission statement: "To educate, train and provide guidance for all persons who seek to develop the knowledge, skills and behavioral characteristics that are necessary for employment" (9, p. 1).

#### Role of State Departments of Education

According to the Council of Chief State School Officers (15), the state department of education is the central administrative service organization for the state system of education. They further state that the department plays a decisive role in shaping the course of education in the state and nation. It is the administrative agency of state government called upon to provide the professional competence and leadership essential to the continuous growth and development of the nation's schools.

A state department of education should be the leadership center of the state system of education (15). Effective leadership contributes significantly to the improvement of state and local education programs. Each program conducted by the state department of education should have the resources needed to provide leadership throughout the state. The authors further suggest that leadership activities and services may be appropriately identified into five broad categories: planning, research, consultation, public relations and in-service education.

Michael J. Bakalis (1), as the chief state educational officer in Illinois, feels that traditionally, state education departments have been expected to collect, tabulate, and publish school statistics relative to attendance, teachers, terms and finances; to apportion state aid to school districts; to visit school districts and advise local school authorities; to exhort the people to found and improve their schools; and to advise the legislature as to the conditions and needs of their schools. These were the duties of state departments a century ago, and to a large extent they represent their duties today.

Bakalis (1) further discussed state departments of education by indicating that by virtue of legislative delegation, state departments are engrossed in matters relating to instruction, school law, teacher certification, pensions, statistics and reports, supervision and transportation. These functions are not unimportant, but regrettably, other crucial and clearly transcendent issues in public education have gone largely unattended.

Another look at the past and present roles of state departments was expressed by Hansen (6). According to Hansen, the education agency which perseveres in its commitment to change, which is willing to skip some of the details and take the broad view of educational problems, which is willing to accept the commitment and responsibility of accountability, and which actively seeks problems rather than seeking to avoid them, has by far the best chance of moving from its historic position of bureaucratic authoritarianism through its emerging stance of leadership, into its ultimate goal of educational statesmanship.

A look at the future of state departments of education was taken by Bakalis (1):



The role of the state in education is gradually changing, as all of public education must, if it is to survive. Hemmed in on all sides by constraints--some institutional and financial, others legal and political--state departments have played a relatively passive role in educational developments. But present demands for leadership are such that the day of the quiet regulator and statistic compiler is swiftly and inevitably passing. There is a complex of circumstances and countervailing forces which in varying ways are both helping and hindering the emergence of state educational leadership (p. 3).

Further discussion is presented by Bakalis (1) on the subject of leadership. He feels that state departments of education can make a difference, if they are willing to play a leadership role. The quality of that leadership will depend on their willingness and ability to come to terms with change and with various institutional constraints.

In concluding this discussion on roles of state departments of education, the Council of Chief State School Officers states that these departments have a twofold purpose. They are the leadership-regulatory agencies for the state system of public education and the governing agency for particular programs that are operated on a state-wide basis.

#### Identification of the Need

In considering the need for a study such as the one conducted, it becomes apparent that there are several reasons why those involved in administering programs from the state level should be interested in the results. Foremost in the minds of the personnel involved may be the task of providing the initiative to bring about needed educational changes. They must stimulate, encourage and at times threaten, but as professed by Bakalis (1), the goal is the renewal and strengthening of local institutions and their capabilities for operating and directing their own schools.

To a large degree, the meeting of this goal appears to be left to the program supervisors. Though there are many other facets involved in administering programs from the state level, the supervisors are the people who meet directly the instructors and administrators who are dealing with vocational education at the local level. Teachers, forced to guess about precise job descriptions, tend to see authority in the supervisor which administrators have generally not confirmed and which the supervisor always doubts. Unable to settle the conflicting perceptions of the job, the supervisor responds in an understandable but regrettable fashion--trying frequently to please everybody. The typical result is a tendency toward consensus in judgment, caution in the exercise of authority and hypersensitivity to the role expectations of others (16).

If the above information is true, it would seem that most of us as educators would agree to the need for defining roles, a problem encountered by supervisors with regard to supervision. Koble (7) further emphasizes this point when he says:

Vocational education, in its catalytic role for career education, requires dynamic and viable leadership. To provide this, leaders require futuristic preparation and continuous upgrading. Present programs for the preparation and upgrading of leaders are not adequate in view of projected needs. A primary reason for this has been the lack of a dynamic knowledge base regarding roles and functions of leaders (p. 10).

Although attempts have been made to answer the questions such as these, the search continues because throughout history both the perceived and actual roles of the educational supervisor have been in a constant state of change (12). As a result, according to Gwynn (5), those engaged in this vital instructional leadership activity are

confronted with confused and overwhelming duties and lack of appreciation and understanding from either the people with whom they work or the public that employs them.

This need is emphasized by Morphet (10) when he says that the organization must provide for the determination of the roles of each member of the group. He continues by indicating that the method of determining these roles varies widely among different groups, depending upon the nature of the group. He concludes by saying: "Regardless of how roles are determined, each member of the group must have an appropriate role for the social system to function with maximum efficiency" (p. 24).

#### Previous Research

A review of research that relates to a study of the role of a state vocational agency yields little results. Of most value to the researcher were studies concerning the role of supervisory staff members in Alabama and of desirable behaviors of the educational administrators in Ohio.

The information derived from the study conducted in Alabama (14) provided evidence of the perceptions of local administrators and teachers concerning the appropriate role of district staffs of the State Department of Education. The State Department of Education exists to support and provide leadership to local educational programs. The perceptions of local vocational personnel concerning the appropriate role of State Department staff should weigh heavily in defining the duties and responsibilities of field staff serving vocational programs. In addition, it was recommended that the vocational education district staff of the State

Department of Education perform the role of helper and supporter to the local program of vocational education.

More specifically, it was recommended that responsibilities of the district supervisors be so assigned that the following functional areas comprise the majority of the workload: instructional improvement, curriculum development, facilities and equipment, student organizations, special needs programs, program assessment, public relations, professional development, evaluation, and planning.

It was further recommended that district supervisors place emphasis upon the following activities in providing these services:

1. Provide information or resources and material for instructional improvement
2. Train teachers to develop and utilize curriculum materials
3. Inform teachers and administrators of minimum program standards and assess programs against these standards
4. Plan and coordinate district and state activities for student organizations
5. Assist local staff in planning programs to serve students with special needs and provide appropriate curriculum materials
6. Provide resources and assistance to teachers for developing public relations programs
7. Conduct or coordinate group workshops for professional development of teachers
8. Assist teachers in developing techniques of self-evaluation
9. Provide technical assistance to local administrators for program planning

Two other studies, which were conducted by Cornell (3) and Rice (13), were located which dealt specifically with the role of the vocational education district supervisor. Cornell's study was designed to describe and define the role of the district supervisor of trade and industrial education as perceived by the district supervisors and their reference groups. One of the most important duties of the district supervisor identified was that of transmitting information between the State Department of Education and local personnel. Another important task was providing leadership and assistance in improvement of instruction. Those tasks which were perceived as most important were not necessarily those perceived as being performed most frequently.

The main purpose of the Rice (13) study was to identify the role of the state field supervisor of vocational education in relation to change as perceived by the supervisors and their reference groups. A total of 584 teachers, administrators, and supervisors from Ohio were included in the study. The respondents were asked to rank 40 supervisory tasks, half of which illustrated change oriented supervisory behavior with the other half representing continuity behavior. There was no significant difference among the Ohio groups in the way they perceived the ideal supervisory role. In all cases, the groups found the ideal role of the field supervisor to be more change oriented than the actual role.

Using the instrument developed by Rice, Magisos (8), conducted a study to determine the relationship between the perceptions of the role among state supervisors of vocational education and selected characteristics and attributes of the supervisor, the organization, and the supervisor setting. One of the main findings of this study was that there was a significant difference in the perceptions of the role when

tested against the independent variable formal education completed. Supervisors who were more dynamic tended to have completed more formal education.

A related study at the Ohio State University attempted to define areas of desirable behavior of the educational administrator (2). One of the conclusions was that the function of the administrator, as defined by the study included: "Personnel in school systems should have clear assignments. It is the administrator's responsibility to clarify and determine roles for and with staff members with whom he/she works" (2, p. 7).

#### Summary

This chapter has provided the means for discussing relevant background information and related studies. From it, the review of related research and literature adds support to the thesis that role studies in vocational education are a valuable addition to our knowledge base. Also, few studies were located concerning the roles of state vocational education agencies. Bakalis (1) did, however, tell that a statewide educational system and its subsystems must:

1. Be accountable
2. Be flexible, adaptive and open
3. Be relevant
4. Provide for equal education opportunity
5. Be humane
6. Allow for methods of adapting to priority changes
7. Provide for continuous training and retraining of professional educators in light of shifting priorities

8. Allow for participation in planning and governance by all relevant publics

He continues by stating that in order to achieve these desired characteristics, the statewide educational system must:

1. Have sufficient financial support
2. Have qualified personnel and creative leadership
3. Have the support of all relevant publics
4. Develop sound information bases for decision-making
5. Be sensitive to state, regional, and local needs
6. Maintain effective liaison with and encourage coordinated efforts among local, regional, and state educational agencies
7. Have "venture capital," i.e., resources for planned innovation and diffusion of educational practices on a continuing basis

If Oklahoma's system of administering vocational education is to provide these desired characteristics, it seems from the literature that there is indeed a need to study the role of the Oklahoma State Department of Vocational and Technical Education.

## CHAPTER III

### METHODOLOGY

#### Purpose of the Study

The purpose of this study was to determine the role or roles of the Oklahoma State Department of Vocational and Technical Education as perceived by administrators and instructors in Oklahoma's comprehensive high schools. Specifically, these individuals were asked to indicate their perceptions toward a list of functions which were provided as possible responsibilities of the State Department by indicating the degree to which the State Department actually performed each function for the last school year. These were compared to their responses of the extent to which the State Department should perform each function during the 1978-79 school year.

#### Definitions of Terms

For purposes of this study, the following definitions were selected and used:

1. Perceive refers to the way a person comprehends or feels about something.
2. Roles were used as the functions which should be performed by members of the State Department as perceived by teachers and administrators.



3. School administrators were those individuals listed by the Oklahoma State Department of Education as being superintendents (and principals) of independent public school districts.
4. Instructors considered in this study were those individuals listed by the Oklahoma State Department of Education as teaching in public high schools during the 1977-78 school year.
5. State Department was used to abbreviate the Oklahoma State Department of Vocational and Technical Education.

#### Research Questions

Considering this purpose and these definitions in mind, the following research questions were formulated to provide a focus for the systematic investigation of the role(s) of the State Department:

Question 1. What difference exists between the roles which the personnel of the State Department actually perform and those which they should perform?

Question 2. What difference, if any, exists in the perceived roles of the State Department as stated by comprehensive high school administrators as compared to instructors?

#### Populations for the Study

Two populations, instructors and administrators, were considered and used as sources of information in this study. Because of the nature of the study, the current year was defined as the 1977-78 school year.

A list of comprehensive high schools for the current year was obtained from the Evaluation Unit of the State Department. From this listing, all vocational instructors (1,216) were considered as the

population. A total of 425 administrators were selected on a basis of the school size, with superintendents being used where there was only a single high school in the district. Principals were named from those districts where more than one high school was located.

#### Selection of the Sample

Instructors and administrators used in this study were selected by using a random numbers procedure. Each of the teachers was assigned numbers from 1 through 1,216. Using a table of random numbers, a five percent sampling was taken. Of the 60 people selected, it was determined that two were no longer in vocational programs; therefore, the remaining 58 were considered as the instructor sample.

A 10 percent sample was randomly selected from the list of administrators giving a total group size of 42.

#### Assumptions of the Study

This study of the role of the State Department is founded on the following basic assumptions:

1. The perceptions of administrators and instructors are important factors for use in determining the role of the state agency.
2. The two samples selected were statistically representative of the populations of instructors and administrators.
3. The instrument used was adequate for determining perceptions of the respondents.
4. The participants accurately reflected their perceptions toward the State Department through their responses.

### Development of the Instrument

Following a review of the related literature and from recommendations of personnel at the State Department and Oklahoma State University, it was determined that a questionnaire listing possible functions which the personnel of the State Department perform would be developed. Such major areas as supervision, student organizations, public relations, evaluation, planning, instructional improvement, professional development, facilities and equipment, adult education, special needs programs, and research were used as a basis for the development of function statements.

To provide participants with the opportunity for comparing the current year with desired performances for the next school year, two sets of responses were developed. To the left of each function, a grid with five options from "never" to "very often" was given. A "do not know" category was also provided. Directions for this set of answers was for the administrators and instructors, to the best of their knowledge, to indicate the extent to which the State Department performed each function during the 1977-78 school year.

Likewise, on the right, respondents were asked to use a similar grid and to indicate to their best judgment, the extent to which the State Department should perform each function for the coming school year.

The questionnaire was field tested with the administrators and instructors at the Indian-Meridian Area Vocational-Technical School. Based on the comments about length and complexity of the instrument the questionnaire was revised.

The final draft of the survey instrument was reviewed for clarity, meaning, feasibility, and readability by faculty members at Oklahoma

State University and personnel in the State Department. The questionnaire is appended to this study (Appendix A).

#### Collection of Data

A copy of the questionnaire and two cover letters were mailed to each of the individuals selected for the sample during the first week of April, 1978. One of the cover letters was from the researcher with a second letter in the form of a memorandum from Dr. Francis Tuttle, State Director of the Oklahoma State Department of Vocational and Technical Education, stressing the importance and benefits of such a study to the state agency (Appendix B).

Respondents were asked to return the completed instruments by May 1, 1978. From this mailing, 76 percent of the administrators and 52 percent of the instructors returned the questionnaire. A second mailing and telephone follow-ups were used to obtain a 97.6 percent return from the administrators and 93.1 percent response from the instructors.

#### Analysis of Information

Frequency counts, mean scores and chi square were used to analyze the responses. Using the services of the Oklahoma State University Computer Center, four sets of data were prepared for each item. A comparison was made between teachers and administrators responses and in the degree of difference perceived last year as compared to that desired for next year.

Responses were assigned a numerical rating for calculation purposes. Items which fell in the "do not know" or "no basis for judgment"

categories were each numbered as a 1. "Never" was assigned the number 2 with "very often" on the opposite end of the scale given a 6. Points in between were rated as 3, 4 and 5, respectively. From this, mean scores were calculated for each set of responses.

In order to establish the significance in the difference among the scores, chi square data was gathered for each item. To obtain meaningful comparisons between the groups, it was necessary to aggregate the data to smaller numbers of groups to eliminate as many zero cells as possible in the chi square analysis. A probability level of .05 was used to determine the statistical significance for each chi square obtained.

#### Scope of the Study

The scope of this study included random samples of educational administrators and vocational education teachers in comprehensive high schools in Oklahoma. Although it is felt that the responses of these two groups provide key insights into determining the role of the State Department, many other types of individuals in other types of settings could also have been used in determining this role definition.

## CHAPTER IV

### FINDINGS AND DATA ANALYSIS

The purpose of this study was to determine the role of the State Department of Vocational and Technical Education in Oklahoma as perceived by the teachers and administrators in Oklahoma's comprehensive high schools. Respondents were asked to indicate their perceptions toward certain functions which were listed as possible responsibilities of the State Department by indicating the extent to which the State Department actually performed each function for the 1977-78 school year as compared to the extent to which this same agency should perform each function during the 1978-79 school year. The data for this study were obtained from a mail survey of a random sample of teachers and administrators in Oklahoma's schools.

The functions which the teachers and administrators were asked to respond to have been classified into 11 categories for ease in analyzing the data. From this classification, the chapter has been organized into the following sections: supervision, student organizations, instructional improvement, public relations, planning and evaluation, professional development, facilities and equipment, adult education, special needs programs, advisory committees, and other functions.

In order to determine what the participants perceived about these functions, four sets of comparisons were made. These included a comparison of what teachers said the State Department did during the

1977-78 school year as compared to what they felt should be done for the coming year, this same comparison by administrators, and then studies to determine the ways teachers differed from administrators in perceiving these same functions. In all cases, chi square analyses were used to determine if the differences identified in the comparisons were significant.

These individuals indicated how they perceived these roles as performed during the 1977-78 school year as compared to how they perceived them as needing to be performed for the coming year. In each case, a grid was provided to elicit their responses. So that a response would be given to all functions, a blank was given as an option for the individual who "did not know", or in the case of future performance, a "no basis for judgment" blank was given. Variables on the grids included five spaces with two extremes, "never" and "very often", identified. In both cases, teachers were asked to respond by placing an "x" in the appropriate columns.

### Supervision

Table I gives the responses by these 54 teachers to the six statements dealing with supervision functions of the State Department. In all cases, the teachers indicated the desire for each of the functions to be performed to a greater degree than was done for the 1977-78 school year. At the .05 level of significance, the chi square analysis of each of the functions showed a significant increase only on the second item. It would appear from this that teachers are in agreement that the personnel of the State Department should make supervisory visits to each local program.

TABLE I  
TEACHER RESPONSES TO ITEMS RELATING TO SUPERVISION  
REPORTED BY FREQUENCY AND MEAN  
(N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
1. Supervise programs at the local level.	1	6	10	21	12	4	3.96	4	8	4	17	13	8	4.18
2. Make supervisory visits to each local program.	2	2	12	22	13	3	4.06	2	2	1	24	18	5	4.46*
3. Determine optimum enrollment levels for each program area.	3	2	7	15	14	13	4.57	4	0	3	13	13	21	5.04
4. Limit teachers to teaching predeter- mined numbers of course hours each day.	2	5	3	8	12	24	4.90	3	1	2	6	10	32	5.37
5. Coordinate the hir- ing of instructors at the local level.	3	9	6	11	8	17	4.35	4	4	8	9	10	19	4.64



TABLE I (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not	Never				Very	Mean	No Basis	Never				Very	Mean
	Know**	2	3	4	5	Often		for	2	3	4	5	Often	
6. Promote cooperation between instructors and administrators at the local level.	1	2	5	14	12	20	4.81	3	0	2	11	13	25	5.20

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

Of interest also is the indication by these teachers of their strong feeling about the degree to which the State Department should perform the functions in items 3, 4 and 6. With a 6 being classified as performance of a function "very often", these items all fell above the 5 degree of performance meaning that teachers want assistance in determining optimum enrollment levels, in being limited to teaching certain number of courses each day and in promoting cooperation between instructors and administrators at the local level.

Table II provides the responses of the 41 administrators with regard to the same six functions of supervision as were described above. It is noted that on three of the items, 3, 4 and 6, administrators indicated their desire for a lesser degree of performance for the coming year than in the past. Of particular interest is the large degree of difference in item 4 which lists a State Department function of limiting teachers to teaching predetermined numbers of course hours each day. By comparison, the significance in the difference is evident after figuring the chi square as the mean responses dropped from 4.73 for the performance during the 1977-78 school year as compared with a 3.59. Also noted on this item is the frequency score which shows that 10 of the 41 administrators who returned the questionnaire do not feel that the State Department should ever limit the numbers of courses an instructor can teach. This would seem to indicate that the local administrators feel the full responsibility for program planning.

In order to see the differences in these supervisory functions as viewed by the teachers and administrators, Tables III and IV show the comparisons of frequency counts and means for the 1977-78 school year

TABLE II  
ADMINISTRATOR RESPONSES TO ITEMS RELATING TO SUPERVISION  
REPORTED BY FREQUENCY AND MEAN  
(N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
1. Supervise programs at the local level.	1	1	9	22	7	1	3.95	0	3	7	19	9	3	4.05
2. Make supervisory visits to each local program.	0	0	12	18	11	0	3.98	0	0	6	18	14	3	4.34
3. Determine optimum enrollment levels for each program area.	2	3	5	10	15	6	4.41	1	8	7	11	9	5	3.90
4. Limit teachers to teaching predetermined numbers of course hours each day.	1	3	6	4	13	14	4.73	2	10	13	6	3	7	3.59*
5. Coordinate the hiring of instructors at the local level.	1	12	9	8	9	2	3.50	1	15	9	5	6	5	3.43

TABLE II (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
6. Promote cooperation between instructors and administrators at the local level.	0	3	11	12	9	6	4.10	2	3	5	12	8	11	4.49

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE III  
RESPONSES TO ITEMS RELATING TO SUPERVISION DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
1. Supervise programs at the local level.	1	6	10	21	12	4	3.96	1	1	9	22	7	1	3.95
2. Make supervisory visits to each local program.	2	2	12	22	13	3	4.06	0	0	12	18	11	0	3.98
3. Determine optimum enrollment for each program area.	3	2	7	15	14	13	4.57	2	3	5	10	15	6	4.41
4. Limit teachers to teaching predetermined numbers of course hours each day.	2	5	3	8	12	24	4.90	1	3	6	4	13	14	4.73
5. Coordinate the hiring of instructors at the local level.	3	9	6	11	8	17	4.35	1	12	9	8	9	2	3.50*

TABLE III (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
6. Promote cooperation between instructors and administrators at the local level.	1	2	5	14	12	20	4.81	0	3	11	12	9	6	4.10*

\*Indicates a significant difference in the responses computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE IV  
RESPONSES TO ITEMS RELATING TO SUPERVISION FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never				Very Often	Mean	No Basis for Judgment**	Never				Very Often	Mean
		2	3	4	5	6			2	3	4	5	6	
1. Supervise programs at the local level.	4	8	4	17	13	8	4.18	0	3	7	19	9	3	4.05
2. Make supervisory visits to each local program.	4	2	1	24	18	5	4.46	0	0	6	18	14	3	4.34
3. Determine optimum enrollment levels for each program area.	4	0	3	13	13	21	5.04	1	8	7	11	9	5	3.90*
4. Limit teachers to teaching predetermined numbers of course hours each day.	3	1	2	6	10	32	5.37	2	10	13	6	3	7	3.59*
5. Coordinate the hiring of instructors at the local level.	4	4	8	9	10	19	4.64	1	15	9	5	6	5	3.43*

TABLE IV (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
6. Promote cooperation between instructors and administrators at the local level.	3	0	2	11	13	25	5.20	2	3	5	12	8	11	4.49*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.



(Table III) and how it is perceived that the State Department should perform these functions for the 1978-79 school year.

In all cases, administrators' means are lower with regard to the way they perceived the State Department as actually performing these functions. Two items are significant in their difference, with a definite negative indication in the degree that administrators feel the state staff coordinated the hiring of local teachers and in promoting instructor and administrator cooperation. Of interest also is the low mean of both teachers (3.96) and administrators (3.95) with regard to the degree of supervision of programs at the local level for the past year.

As in Table III, the mean responses of administrators are lower than those of the teachers as shown in Table IV. These responses, which show both the instructors' and administrators' perceptions of how these supervisory functions should be performed, are significant in their difference on four of the items. It should be noted that teachers are near the "very often" degree of performance in items 3 through 6, while the administrators appear to have strong feelings that the staff of the State Department does not need to be as involved in these functions at the local level. Of interest on this table is again the large number of administrators who do not feel the State Department should ever be involved in performing these functions during the coming school year.

#### Student Organizations

As in the previous section, four tables are presented which illustrate the responses of the teachers and administrators. The results presented in these tables show the degree which the respondents

perceived the state staff as having performed five functions related to student organizations, as well as their views toward how these functions should be performed for the 1978-79 school year.

In all five instances, the instructors responded (Table V) by showing their desire for the staff of the state office to perform their functions relating to student organizations to a greater degree during the coming school year. Of special significance is the increase from 4.36 to 5.21 on item 5. From this, it can be concluded that teachers wish for increased coordination of activities through the Oklahoma Secondary Schools Activities Association so as to minimize conflicts in scheduling. It should be noted that on this table where the scale of responses is from 2 to 6, all of the mean scores are above 4.08.

As with the teachers, Table VI shows that administrators also expressed a need for the performance of these student organization functions to be increased during the next year. Major differences which emerged after the chi square analyses were items 9, 10 and 11. In addition to requesting greater coordination of activities through the Oklahoma Secondary Schools Activities Association, they also perceive a need for considerably more assistance in integrating student organization activities into the instructional program and in coordinating student activities so that a minimum amount of instructional time is used.

In responding to the degree to which these functions were performed last year, it is evident from Table VII that teachers perceive the state staff as performing functions related to student organizations to a greater degree than do administrators. Items 7, 9 and 11 all showed a significant difference between the responses of the two samples who returned the questionnaire. Particular notice should also be given to

TABLE V  
TEACHER RESPONSES TO ITEMS RELATING TO STUDENT ORGANIZATIONS  
REPORTED BY FREQUENCY AND MEAN  
(N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
7. Coordinate district- wide and state-wide student organization activities.	1	1	2	9	8	33	5.32	3	0	1	5	12	33	5.51
8. Visit programs to assist with student organization leader- ship and participa- tion.	3	5	9	16	13	8	4.20	4	1	5	16	16	12	4.66
9. Assist in integrating student organization activities into the instructional program.	3	3	8	17	10	13	4.43	4	1	6	11	18	14	4.76
10. Coordinate student activities so that a minimum amount of instructional time is used.	5	5	8	22	6	8	4.08	4	6	6	15	11	12	4.34

TABLE V (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
11. Coordinate activities through the Oklahoma Secondary Schools Activities Assn. so as to minimize con- flicts in scheduling.	3	4	5	18	10	10	4.36	7	0	4	7	11	25	5.21*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE VI  
ADMINISTRATOR RESPONSES TO ITEMS RELATING TO STUDENT ORGANIZATIONS  
REPORTED BY FREQUENCY AND MEAN  
(N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
7. Coordinate district- wide and state-wide student organiza- tion activities.	2	1	4	15	4	15	4.72	1	1	2	9	11	17	5.03
8. Visit programs to assist with student organization leader- ship and participa- tion.	4	6	12	10	7	2	3.65	1	6	6	15	7	6	4.03
9. Assist in integrating student organization activities into the instructional program.	3	5	10	14	8	1	3.74	1	7	3	16	6	8	4.13*
10. Coordinate student activities so that a minimum amount of instructional time is used.	2	6	12	12	6	3	3.69	4	4	4	9	7	13	4.57*

TABLE VI (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
11. Coordinate activities through the Oklahoma Secondary Schools Activities Assn. so as to minimize con- flicts in scheduling.	5	6	13	12	5	0	3.44	1	2	2	4	10	22	5.20*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE VII

RESPONSES TO ITEMS RELATING TO STUDENT ORGANIZATIONS DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
7. Coordinate district-wide and state wide student organization activities.	1	1	2	9	8	33	5.32	2	1	4	15	4	15	4.72*
8. Visit programs to assist with leadership and participation.	3	5	9	16	13	8	4.20	4	6	12	10	7	2	3.65
9. Assist in integrating student organization activities into the instructional program.	3	3	8	17	10	13	4.43	3	5	10	14	8	1	3.74*
10. Coordinate student activities so that a minimum amount of instructional time is used.	5	5	8	22	6	8	4.08	2	6	12	12	6	3	3.69

TABLE VII (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
11. Coordinate activities through the Oklahoma Secondary Schools Activities Assn. so as to minimize conflicts in scheduling.	7	4	5	18	10	10	4.36	5	6	13	12	5	0	3.44*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.



the administrator responses which showed that in four of five cases, the means were lower than midway in the 2 to 6 point scale.

Perhaps the most noteworthy observation from Table VIII is the similarity in the degree in which teachers and administrators desire these functions to be performed for the coming school year. Both sets of means indicate a high degree of need for the performance of these functions.

#### Instructional Improvement

Of the 69 items on the questionnaire, seven pertained to a major category of instructional improvement. As in the first two areas, teachers (Table IX) continued in their manner of responding by indicating a need for the state personnel to increase the degree in which they performed the functions related to instructional improvement. The high degree of their response shows that they perceive these functions as already being performed, however, they seem to want more. Of particular significance are items 16 and 18. Item 16 lists the function of promoting the implementation of performance based instruction. The mean increase indicated is from 4.31 to 4.77, however, of more importance is the frequency score which shows a large number of teachers who did not know about the performance of this task last year and even more (7) who felt they did not have a basis for judgment for next year.

Item 18 gives the function of providing books and audio visual materials on a free loan basis to local programs. A large increase, from 4.71 to 5.49 on the 6 point scale, shows a desire from the teachers for more materials. Of interest to the State Department on this item is that although the State Department of Vocational and Technical Education

TABLE VIII

RESPONSES TO ITEMS RELATING TO STUDENT ORGANIZATIONS FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
7. Coordinate district-wide and state-wide student organization activities.	3	0	1	5	12	33	5.51	1	1	2	9	11	17	5.03
8. Visit programs to assist with student organization leadership and participation.	4	1	5	16	16	12	4.66	1	6	6	15	7	6	4.03
9. Assist in integrating student organization activities into the instructional program.	4	1	6	11	18	14	4.76	1	7	3	16	6	8	4.13*
10. Coordinate student activities so that a minimum amount of instructional time is used.	4	6	6	15	11	12	4.34	4	4	4	9	7	13	4.57

TABLE VIII (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
11. Coordinate activities through the Oklahoma Secondary Schools Assn. so as to minimize conflicts in scheduling.	7	0	4	7	11	25	5.21	1	2	2	4	10	22	5.20

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE IX

TEACHER RESPONSES TO ITEMS RELATING TO INSTRUCTIONAL IMPROVEMENT  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78						Mean	Extent to Which Functions Should be Performed 1978-79						Mean
	Do Not Know**	Never 2	3	4	5	Very Often 6		No Basis for Judgment**	Never 2	3	4	5	Very Often 6	
12. Develop instructional materials for use at the local level.	2	1	4	5	9	33	5.33	3	1	0	3	8	39	5.65
13. Conduct workshops concerning the use of state developed instructional materials.	3	2	3	13	12	21	4.92	4	1	2	5	14	28	5.32
14. Visit programs to observe and assist in instructional development.	3	5	10	18	12	6	4.08	4	0	5	17	20	8	4.62
15. Assist instructors in the selection of books and instructional materials.	4	5	7	20	9	9	4.20	5	1	7	13	13	15	4.69

TABLE IX (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
16. Promote the implementation of performance based instruction.	5	2	8	23	5	11	4.31	7	0	3	18	13	13	4.77*
17. Provide information concerning resources and materials for instruction.	2	0	2	18	11	21	4.98	3	0	0	12	9	30	5.35
18. Provide books and audio visual materials on a free loan basis to local programs.	2	2	9	13	6	22	4.71	3	0	0	7	12	32	5.49*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

library provides their books on a free loan basis to all Oklahoma vocational teachers who request them, 11 of the 54 teachers who returned the questionnaire checked the never category or the one just above it.

In Table X, administrators tended to respond in the same manner as did the teachers in the previous table. Although they responded to the performance of the instructional improvement functions for the past year in a positive way, they also seem to desire an increased degree in which the state staff perform the tasks. Like the teachers, they responded with the higher mean to item 12, develop instructional materials for use at the local level.

The chi square analyses revealed that the two items of providing information concerning resources and materials for instruction and books and audio visual materials on a free loan basis had a significant increase in the degree to which the administrators wish the function to be performed.

In comparing the manner in which teachers and administrators perceived the performance of tasks during the last school year, Table XI shows that instructors, in most cases, have a higher mean score than do the administrators. A significant amount of difference was shown in four of seven of the items. Of particular interest to the investigator is the 4.88 mean score of the principals and superintendents on item 12, develop instructional materials for use at the local level. This interest is generated due to the major emphasis placed on curriculum development by the Curriculum and Instructional Materials Center of the State Department.

As before, the administrators consistently show in their responses on Table XII that they want the State Department to perform all of the

TABLE X  
ADMINISTRATOR RESPONSES TO ITEMS RELATING TO INSTRUCTIONAL IMPROVEMENT  
REPORTED BY FREQUENCY AND MEAN  
(N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
12. Develop instructional materials for use at the local level.	0	1	2	10	16	12	4.88	0	1	1	5	15	19	5.22
13. Conduct workshops concerning the use of state developed instructional materials.	4	0	7	9	12	9	4.62	2	1	2	6	16	14	5.03
14. Visit programs to observe and assist in instructional development.	1	0	11	17	9	3	4.10	0	1	4	15	13	8	4.56
15. Assist instructors in the selection of books and instructional materials.	0	3	5	16	13	3	4.20	1	5	5	13	9	9	4.29

TABLE X (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
16. Promote the implementation of performance based instruction.	6	2	7	13	11	2	4.11	4	2	6	13	10	6	4.32
17. Provide information concerning resources and materials for instruction.	2	1	4	15	13	6	4.49	0	1	2	7	13	18	5.10*
18. Provide books and audio visual materials on a free loan basis to local programs.	4	5	10	13	5	4	3.81	1	0	5	10	10	15	4.88*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.



TABLE XI

RESPONSES TO ITEMS RELATING TO INSTRUCTIONAL IMPROVEMENT DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
12. Develop instructional materials for use at the local level.	2	1	4	5	9	33	5.33	0	1	2	10	16	12	4.88*
13. Conduct workshops concerning the use of state developed instructional materials.	3	2	3	13	12	21	4.92	4	0	7	9	12	9	4.62
14. Visit programs to observe and assist in instructional development.	3	5	10	18	12	6	4.08	1	0	11	17	9	3	4.10
15. Assist instructors in the selection of books and instructional materials.	4	5	7	20	9	9	4.20	1	3	5	16	13	3	4.20
16. Promote the implementation of performance based instruction.	5	2	8	23	5	11	4.31	6	2	7	13	11	2	4.11*

TABLE XI (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
17. Provide information concerning resources and materials for instruction.	2	0	2	18	11	21	4.98	2	1	4	15	13	6	4.49*
18. Provide books and audio visual materials on a free loan basis to local programs.	2	2	9	13	6	22	4.71	4	5	10	13	5	4	3.81*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XII

RESPONSES TO ITEMS RELATING TO INSTRUCTIONAL IMPROVEMENT FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
12. Develop instructional materials for use at the local level.	3	1	0	3	8	39	5.65	0	1	1	5	15	19	5.22*
13. Conduct workshops concerning the use of state developed instructional materials.	4	1	2	5	14	28	5.32	2	1	2	6	16	14	5.03
14. Visit programs to observe and assist in instructional development.	4	0	5	17	20	8	4.62	0	1	4	15	13	8	4.56
15. Assist instructors in the selection of books and instructional materials.	5	1	7	13	13	15	4.69	0	5	5	13	9	9	4.29

TABLE XII (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
16. Promote imple- mentation of performance based instruction.	7	0	3	18	13	13	4.77	4	2	6	13	10	6	4.32
17. Provide information concerning resources and materials for instruction.	3	0	0	12	9	30	5.35	0	1	2	7	13	18	5.10
18. Provide books and audio visual mate- rials on a free loan basis to local programs.	3	0	0	7	12	32	5.49	1	0	5	10	10	15	4.88

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

functions, although to a lesser degree than do the teachers. Items 12 and 18 showed a major difference by being significantly different at the .05 level. Of interest on this table was the spread of responses on item 15 by the administrators. Five of the 41 respondents indicated that the state staff should not ever assist instructors in the selection of books and instructional materials while nine of these same administrators said they should perform the task very often.

### Public Relations

Table XIII presents the frequency of responses and mean scores of the teachers in regard to the six items pertaining to public relations. Overall, the desire for the State Department to perform public relations activities for the coming year appears high. In four of the functions, the teachers indicated a significant increase in the degree to which they should be performed as compared with the actual performance for the previous year. Receiving the highest mean score was item 24 (5.74 of a possible 6.0) which indicates that the state staff should, to a high degree, advise the legislature as to conditions and needs of the schools.

Table XIV summarizes the responses of the administrators to these same public relations functions. Although not as high as the responses in the previous table, there seems to be agreement that although the State Department was above average in performance of these tasks, they need to increase the performance of these functions.

In looking at Table XV, three items can be observed as being significant in their differences as perceived by the teachers and administrators as having been performed during the 1977-78 school year.

TABLE XIII

TEACHER RESPONSES TO ITEMS RELATING TO PUBLIC RELATIONS  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
19. Provide public relations services from the state level.	3	3	4	15	15	14	4.65	3	0	0	9	10	32	5.45*
20. Provide instructors with resources for public relations programs.	2	3	10	15	9	15	4.44	4	0	1	8	14	27	5.34*
21. Attend banquets, advisory committee meetings, vocational week activities, etc. when requested.	3	0	5	9	21	16	4.94	3	0	2	10	16	23	5.18
22. Provide news releases for use at the local level.	3	4	5	19	7	16	4.51	3	1	6	10	11	23	4.96

TABLE XIII (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
23. Assist instructors in planning public relations programs.	3	4	7	18	15	7	4.28	4	0	3	15	16	16	4.90*
24. Advise the legislature as to conditions and needs of the schools.	4	0	7	10	9	24	5.00	4	0	0	3	7	40	5.74*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicated a "never" response and a "6" is indicative of a "very often" response.

TABLE XIV  
ADMINISTRATOR RESPONSES TO ITEMS RELATING TO PUBLIC RELATIONS  
REPORTED BY FREQUENCY AND MEAN  
(N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
19. Provide public relations services from the state level.	2	2	5	11	15	6	4.46	0	3	1	8	16	13	4.85
20. Provide instructors with resources for public relations programs.	2	1	6	14	15	3	4.33	0	1	1	12	15	12	4.88*
21. Attend banquets, advisory committee meetings, vocational week activities, etc. when requested.	2	0	4	17	7	11	4.64	0	0	2	13	10	16	4.98
22. Provide news releases for use at the local level.	4	3	8	14	9	3	4.03	1	3	3	14	9	11	4.55



TABLE XIV (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
23. Assist instructors in planning public relations programs.	6	0	10	14	7	4	4.14	1	0	1	15	11	13	4.90*
24. Advise the legislature as to conditions and needs of the schools.	0	2	2	10	15	12	4.81	0	3	0	3	11	24	5.29*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XV

RESPONSES TO ITEMS RELATING TO PUBLIC RELATIONS DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
19. Provide public relations services from the state level.	3	3	4	15	15	14	4.65	2	2	5	11	15	6	4.46
20. Provide instructors with resources for public relations programs.	2	3	10	15	9	15	4.44	2	1	6	14	15	3	4.33*
21. Attend banquets, advisory committee meetings, vocational week activities, etc. when requested.	4	0	5	9	20	16	4.94	2	0	4	17	7	11	4.64*
22. Provide news releases for use at the local level.	3	4	5	19	7	16	4.51	4	3	8	14	9	3	4.03*
23. Assist instructors in planning public relations programs.	3	4	7	18	15	7	4.28	6	0	10	14	7	4	4.14

TABLE XV (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
24. Advise the legislature as to conditions and needs of the schools.	4	0	7	10	9	24	5.00	0	2	2	10	15	12	4.81

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

Administrators appear to feel that the state staff did not provide instructors with resources for public relations programs, attend local functions when requested or provide news releases for use at the local level at as high a degree as did the instructors.

There appears to be considerable agreement by the teachers and administrators in the manner in which they wish the State Department to perform the public relations functions (Table XVI). A lesser degree of emphasis is placed on items 19 and 20 by the administrators, 4.85 as compared to 5.45 and 4.88 as compared to 5.34, however, on the scale of 2 to 6, all responses were fairly high.

#### Planning and Evaluation

Eight items were included on the questionnaire which had a relationship to the areas of planning and evaluation by the Oklahoma State Department of Vocational and Technical Education. Perhaps more than in most of the other areas of the questionnaire, teachers showed on Table XVII the differences in the manner in which they responded to this area. Again, teachers voiced the need for increased performance of their tasks for the coming year as compared to last year. A significant amount of increase was shown in items 28, 29, 30 and 32. Rated lower than any of the other items was the function of assisting local administrators in planning budgets. Seven of the teachers indicated they did not know if this was performed last year and 15 others responded by stating that it was not done at all. By comparison, 14 of the instructors said it should be done very often during the 1978-79 school year.

In Table XVIII, administrators replied significantly different on three of the items. Although the means are nearly the same in item 27

TABLE XVI

RESPONSES TO ITEMS RELATING TO PUBLIC RELATIONS FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
19. Provide public relations services from the state level.	3	0	0	9	10	32	5.45	0	3	1	8	16	13	4.85*
20. Provide instructors with resources for public relations programs.	4	0	1	8	14	27	5.34	0	1	1	12	15	12	4.88*
21. Attend banquets, advisory committee meetings, vocational week activities, etc. when requested.	3	0	2	10	16	23	5.18	0	0	2	13	10	16	4.98
22. Provide news releases for use at the local level.	3	1	6	10	11	23	4.96	1	3	3	14	9	11	4.55
23. Assist instructors in planning public relations programs.	4	0	3	15	16	16	4.90	1	0	1	15	11	13	4.90

TABLE XVI (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
24. Advise the legislature as to conditions and needs of the schools.	4	0	0	3	7	40	5.74	0	3	0	3	11	24	5.29

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XVII

TEACHER RESPONSES TO ITEMS RELATING TO PLANNING AND EVALUATION  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
25. Establish state standards and minimum requirements for program areas.	2	1	2	16	12	21	4.96	3	0	0	11	14	26	5.29
26. Evaluate local vocational program in terms of state standards and requirements.	1	0	3	17	13	20	4.94	3	2	1	14	11	23	5.02
27. Evaluate local departments to determine if local goals are being met.	1	2	3	21	14	13	4.62	3	0	3	15	19	14	4.86
28. Provide technical assistance in the development of local plans for vocational education.	2	2	6	17	15	12	4.56	4	0	0	10	19	21	5.22*

TABLE XVII (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
29. Provide technical assistance to local instructors and administrators in planning and implementing local programs.	2	3	9	16	12	12	4.40	4	0	4	9	15	22	5.10*
30. Assist local administrators in planning budgets.	7	15	19	6	5	2	3.15	4	8	7	10	11	14	4.32*
31. Provide leadership in assessing teacher performance.	2	3	9	22	14	4	4.14	4	0	4	9	15	22	4.66
32. Assist teachers in developing effective techniques of self-evaluation.	5	3	9	18	7	12	4.23	3	1	2	15	19	14	4.84*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.



TABLE XVIII

ADMINISTRATOR RESPONSES TO ITEMS RELATING TO PLANNING AND EVALUATION  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
25. Establish state standards and minimum requirements for program areas.	4	0	2	12	10	13	4.92	1	3	2	15	12	8	4.50
26. Evaluate local vocational program in terms of state standards and requirements.	0	0	2	16	14	9	4.73	0	2	2	12	13	12	4.76
27. Evaluate local departments to determine if local goals are being met.	4	1	2	18	11	5	4.46	1	5	4	8	14	9	4.45*
28. Provide technical assistance in the development of local plans for vocational education.	3	1	3	17	11	6	4.47	0	3	1	11	16	10	4.71

TABLE XVIII (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
29. Provide technical assistance to local instructors and administrators to planning and implementing local programs.	2	0	10	10	11	8	4.44	1	3	3	8	11	15	4.80
30. Assist local administrators in planning budgets.	3	15	8	11	4	0	3.11	2	13	10	11	4	1	3.23
31. Provide leadership in assessing teacher performance.	2	5	16	11	5	2	3.56	0	11	4	9	11	6	3.93*
32. Assist teachers in developing effective techniques of self-evaluation.	2	0	10	20	7	2	4.03	0	0	4	7	20	10	4.88*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

(evaluate local departments to determine if local goals are being met), the difference is due to the spread of responses from never to very often. It is interesting to note that on this item, five of the respondents said it should never be done while nine others said it should be done very often.

Assisting local administrators in planning budgets appears by many not to be a function of the state staff as evidenced by the frequency scores. Fifteen of the principals and superintendents indicated that it was not done last year, and furthermore, 13 of the 41 respondents said it should not be done for the coming year.

There was also a significantly different response to the items of providing leadership in assessing teacher performance and in assisting teachers in developing effective techniques of self evaluation.

By looking at Table XIX, the reader can see that there was little overall difference in the way teachers and administrators perceived the planning and evaluation functions last year. A major difference was shown on only one item, with the administrators viewing the State Department as having provided leadership in assessing teacher performance to a considerably lesser degree than did the instructors.

For the coming year, Table XX seems to show that both teachers and administrators want an increased amount of assistance in the area of planning and evaluation. The chi square analysis indicates a lesser degree of need with these functions by the administrators than by the teachers. Of particular interest is the lowness of the mean scores by the administrators as compared to the teachers on items 30 and 31 dealing with budget planning and assessment of teacher performance.

TABLE XIX

RESPONSES TO ITEMS RELATING TO PLANNING AND EVALUATION DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
25. Establish state standards and minimum requirements for program areas.	2	1	2	16	12	21	4.96	4	0	2	12	10	13	4.92
26. Evaluate local vocational program in terms of state standards and requirements.	1	0	3	17	13	20	4.94	0	0	2	16	14	9	4.73
27. Evaluate local departments to determine if local goals are being met.	1	2	3	21	14	13	4.62	4	1	2	18	11	5	4.46
28. Provide technical assistance in the development of local plans for vocational education.	2	2	6	17	15	12	4.56	3	1	3	17	11	6	4.47
29. Provide technical assistance to local instructors and administrators to planning implementing local programs.	2	3	9	16	12	12	4.40	2	0	10	10	11	8	4.44

TABLE XIX (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
30. Assist local administrators in planning budgets.	7	15	19	6	5	2	3.15	3	15	8	11	4	0	3.11
31. Provide leadership in assessing teacher performance.	2	3	9	22	14	4	4.14	2	5	16	11	5	2	3.56*
32. Assist teachers in developing effective techniques of self-evaluation.	2	3	9	19	15	6	4.23	2	0	10	20	7	2	4.03

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XX  
RESPONSES TO ITEMS RELATING TO PLANNING AND EVALUATION FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
25. Establish state standards and minimum requirements for program areas.	3	0	0	11	14	26	5.29	1	3	2	15	12	8	4.50*
26. Evaluate local vocational program in terms of state standards and requirements.	3	2	1	14	11	23	5.02	0	2	2	12	13	12	4.76
27. Evaluate local departments to determine if local goals are being met.	3	0	3	15	19	14	4.86	1	5	4	8	14	9	4.45
28. Provide technical assistance in the development of local plans for vocational education.	4	0	0	10	19	21	5.22	0	3	1	11	16	10	4.71

TABLE XX (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
29. Provide technical assistance to local instructors and administrators to planning and implementing local programs.	4	0	4	9	15	22	5.10	1	3	3	8	11	15	4.80
30. Assist local administrators in planning budgets.	4	8	7	10	11	14	4.32	2	13	10	11	4	1	3.23*
31. Provide leadership in assessing teacher performance.	4	0	4	19	17	10	4.66	0	11	4	9	11	6	3.93*
32. Assist teachers in developing effective techniques of self-evaluation.	3	1	2	15	19	14	4.84	0	0	4	7	20	10	4.88

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

### Professional Development

Teacher responses to the seven items relating to professional development are shown on Table XXI. A great deal of agreement is shown between the actual performance by the state agency last year as compared to how it should be done next year, with a major difference only on item 35, conduct in-service training programs for administrators. Of interest on this item and item 34 is that of the 54 respondents, nine felt that they did not know the degree in which these roles had been performed. From this several (seven and five) indicated that they did not have a basis for judgment on the performance of these functions for the coming year. Also interesting is the fact that on the last four items of this area, the mean scores were all above the 5 degree indicating the feeling that these functions should be performed very often.

Observation of Table XXII shows again that administrators have similar perceptions to those of the teachers. Of significance is the degree of response in item 35 with a difference of 2.97 to 3.83. On this item, 14 of the administrators said that the State Department did not ever conduct in-service training programs for administrators and 14 others indicated a response in the almost never category.

Of concern could be the responses to items 36 and 38. Although not a significant difference in either instance, administrators tended to indicate that they would like to see less encouragement on membership and participation in professional organizations and fewer professional improvement (PI) meetings.

Overall, Table XXIII shows that teachers rank the actual performance of these seven professional development functions higher than do the



TABLE XXI

TEACHER RESPONSES TO ITEMS RELATING TO PROFESSIONAL DEVELOPMENT  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
33. Plan professional development activities at the local level.	3	5	9	18	7	12	4.24	4	2	3	20	10	15	4.66
34. Assist administrators in planning staff development programs.	9	6	8	21	8	2	3.82	7	2	5	21	12	7	4.36
35. Conduct in-service training programs for administrators.	9	12	14	10	7	2	3.40	5	4	2	12	12	19	4.82*
36. Encourage membership and active participation in professional organizations.	2	1	0	8	9	34	5.44	3	0	2	9	10	30	5.33
37. Assist teachers in maintaining minimum professional qualifications.	1	2	3	7	13	28	5.17	3	2	1	6	9	33	5.37

TABLE XXI (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
38. Conduct regular professional improvement (PI) meetings.	1	1	0	5	6	41	5.62	3	1	0	3	8	39	5.65
39. Encourage and assist teachers in upgrading skills and competencies in instructional area.	1	0	1	9	19	24	5.25	3	0	0	7	13	31	5.47

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXII

ADMINISTRATOR RESPONSES TO ITEMS RELATING TO PROFESSIONAL DEVELOPMENT  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
33. Plan professional development activities at the local level.	4	4	8	19	4	2	3.78	1	4	4	18	11	3	4.13
34. Assist administrators in planning staff development programs.	4	9	10	12	5	1	3.43	2	5	7	13	10	4	4.03
35. Conduct in-service training programs for administrators.	3	14	14	7	3	0	2.97	1	6	10	13	7	4	3.83*
36. Encourage membership and active participation in professional organizations.	2	2	6	9	12	10	4.56	0	5	1	14	13	8	4.44
37. Assist teachers in maintaining minimum professional qualifications.	0	1	3	8	16	12	4.88	1	1	2	4	18	16	5.12

TABLE XXII (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
38. Conduct regular professional improvement (PI) meetings.	1	0	1	8	12	19	5.23	1	2	1	8	12	17	5.03
39. Encourage and assist teachers in upgrading skills and competencies in instructional areas.	1	0	3	18	12	7	4.58	0	0	0	13	14	14	5.02

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXIII  
RESPONSES TO ITEMS RELATING TO PROFESSIONAL DEVELOPMENT DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
33. Plan professional development activities at the local level.	3	5	9	18	7	12	4.24	4	4	8	19	4	2	3.78
34. Assist administrators in planning staff development programs.	9	6	8	21	8	2	3.82	4	9	10	12	5	1	3.43
35. Conduct in-service training programs for administrators.	9	12	14	10	7	2	3.40	3	14	14	7	3	0	2.97
36. Encourage membership and active participation in professional organizations.	2	1	0	8	9	34	5.44	2	2	6	9	12	10	4.56*
37. Assist teachers in maintaining minimum professional qualifications.	1	2	3	7	13	28	5.17	1	1	3	8	16	12	4.88
38. Conduct regular professional improvement (PI) meetings.	1	1	0	5	6	41	5.62	1	0	1	8	12	19	5.23*

TABLE XXIII (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
39. Encourage and assist teachers in upgrading skills and competencies in instructional area.	1	0	1	9	19	24	5.25	1	0	3	18	12	7	4.58*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

administrators. As far as the future, in all but one instance as shown in Table XXIV, there was a significant amount of difference in the degree in which administrators perceive the performance of the future as compared to the instructors. Only on item 34, assist administrators in planning staff development programs, do the two groups agree in the manner in which the functions should be performed.

#### Facilities and Equipment

Teachers seem to have definite perceptions about changes that need to be made by the State Department in regard to facilities and equipment. In all eight instances as shown on Table XXV, there was a significant increase between the manner in which these functions were performed last year as compared with the desired performance for the coming year.

Of interest are the responses to the items assessing the degree to which the functions were performed last year. On item 45, 19 of the 54 who responded said the State Department did not ever purchase equipment for use at the local level. On the other hand, 19 said that it should be done very often during the 1978-79 school year. When considering the large equipment pool maintained by the personnel of the state office and located in Stillwater, it is noteworthy that 14 of the teachers (item 47) said there is not a pool of equipment for use at the local level, though their perceptions of desired functions would indicate that this should be done.

Administrators appear to be more satisfied with the State Department role concerning facilities and equipment (Table XXVI). On only one item was there a significant amount of difference (item 44) and from it we can conclude that superintendents and principals would like to have

TABLE XXIV

RESPONSES TO ITEMS RELATING TO PROFESSIONAL DEVELOPMENT FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
33. Plan professional development activities at the local level.	4	2	3	20	10	15	4.66	1	4	4	18	11	3	4.13*
34. Assist administrators in planning staff development programs.	7	2	5	21	12	7	4.36	2	5	7	13	10	4	4.03
35. Conduct in-service training programs for administrators.	5	4	2	12	12	19	4.82	1	6	10	13	7	4	3.83*
36. Encourage membership and active participation in professional organizations.	3	0	2	9	10	30	5.33	0	5	1	14	13	8	4.44*
37. Assist teachers in maintaining minimum professional qualifications.	3	2	1	6	9	33	5.37	0	1	2	4	18	16	5.12*



TABLE XXIV (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
38. Conduct regular professional improvement (PI) meetings.	3	1	0	3	8	39	5.65	1	2	1	8	12	17	5.03*
39. Encourage and assist teachers in upgrading skills and competencies in instructional areas.	3	0	0	7	13	31	5.47	0	0	0	13	14	14	5.02*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXV

TEACHER RESPONSES TO ITEMS RELATING TO FACILITIES AND EQUIPMENT  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
40. Establish minimum state standards for equipment and facilities.	3	5	4	16	11	15	4.53	3	2	0	7	13	29	5.31*
41. Inform administrators and instructors of minimum state stand- ards for equipment and facilities.	3	2	12	13	9	15	4.45	4	2	1	5	13	29	5.32*
42. Conduct in-service programs on the proper use and maintenance of equipment and facilities.	4	6	15	19	7	3	3.72	5	2	5	16	11	15	4.65*
43. Visit programs to assess equipment and facilities in terms of safety and suitability for purpose.	2	3	16	19	9	5	3.94	3	1	4	17	15	14	4.73*

TABLE XXV (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
44. Assist in purchasing equipment at the local level.	3	10	17	12	7	5	3.61	4	2	7	6	11	24	4.96*
45. Purchase equipment for use at the local level.	4	19	14	10	5	2	3.14	6	8	4	9	8	19	4.54*
46. Assist in planning local facilities.	4	3	12	16	11	8	4.18	4	1	4	14	15	16	4.82*
47. Maintain a pool of equipment for use at the local level.	8	14	15	10	2	5	3.33	6	3	6	14	10	15	4.58*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXVI

ADMINISTRATOR RESPONSES TO ITEMS RELATING TO FACILITIES AND EQUIPMENT  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
40. Establish minimum state standards for equipment and facilities.	2	2	5	17	9	6	4.31	1	3	4	11	11	11	4.58
41. Inform administrators and instructors of minimum state standards for equipment and facilities.	2	2	1	20	11	5	4.41	0	2	3	16	9	11	4.59
42. Conduct in-service programs on the proper use and maintenance of equipment and facilities.	4	8	7	11	9	2	3.73	2	3	4	11	12	9	4.51
43. Visit programs to assess equipment and facilities in terms of safety and suitability for purpose.	3	2	6	19	8	3	4.11	1	1	8	12	11	8	4.43

TABLE XXVI (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
44. Assist in purchasing equipment at the local level.	3	6	13	12	3	4	3.63	2	10	2	7	11	9	4.18*
45. Purchase equipment for use at the local level.	2	10	12	9	4	4	3.49	0	10	8	5	5	13	4.07
46. Assist in planning local facilities.	1	1	10	14	13	2	4.13	1	3	3	9	18	7	4.58
47. Maintain a pool of equipment for use at the local level.	6	7	11	10	4	3	3.57	2	9	6	9	7	8	3.97

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

greater assistance in purchasing equipment for use in their local vocational programs.

A closer look at this table also yields some other interesting information. On some of the items, there appears to be a considerable spread in the manner in which the respondents felt about the functions. For example, item 45 shows responses at all degree levels, with 10 answering that equipment should not ever be purchased and 13 saying that it should be done very often.

From Table XXVII we can see that teachers and administrators generally agree when they assess the performance of these functions during the last school year. Overall, the means in this area are a little above or below the 4.0 degree which indicates an average amount of effort in performing these tasks.

For the coming year (Table XXVIII), teachers tend to want more from the State Department than do the administrators. Items 40, 41 and 44 are significant in the amount of difference perceived by the two groups. It appears that teachers want the state office to establish minimum state standards for equipment and facilities with a mean of 5.31 as compared to 4.58 by the administrators.

They also seem quite certain with a 5.32 mean that they want their administrators and counterparts to be informed of these minimum state standards as compared to the overall response of the administrators (4.59). Of interest also is the difference shown in the degree to which teachers seem to want assistance in purchasing equipment (4.96 as compared to 4.18).

TABLE XXVII

RESPONSES TO ITEMS RELATING TO FACILITIES AND EQUIPMENT DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
40. Establish minimum state standards for equipment and facilities.	3	5	4	16	11	15	4.53	2	2	5	17	9	6	4.31
41. Inform administrators and instructors of minimum state standards for equipment and facilities.	3	2	12	13	9	15	4.45	2	2	1	20	11	5	4.41*
42. Conduct in-service programs on the proper use and maintenance of equipment and facilities.	4	6	15	19	7	3	3.72	4	8	7	11	9	2	3.73
43. Visit programs to assess equipment and facilities in terms of safety and suitability for purpose.	2	3	16	19	9	5	3.94	3	2	6	19	8	3	4.11
44. Assist in purchasing equipment at the local level.	3	10	17	12	7	5	3.61	3	6	13	12	3	4	3.63

TABLE XXVII (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
45. Purchase equipment for use at the local level.	4	19	14	10	5	2	3.14	2	10	12	9	4	4	3.49
46. Assist in planning local facilities.	4	3	12	16	11	8	4.18	1	1	10	14	13	2	4.13
47. Maintain a pool of equipment for use at the local level.	8	14	15	10	2	5	3.33	6	7	11	10	4	3	3.57

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.



TABLE XXVIII

RESPONSES TO ITEMS RELATING TO FACILITIES AND EQUIPMENT FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
40. Establish minimum state standards for equipment and facilities.	3	2	0	7	13	29	5.31	1	3	4	11	11	11	4.58*
41. Inform administrators and instructors of minimum state standards for equipment and facilities.	4	2	1	5	13	29	5.32	0	2	3	16	9	11	4.59*
42. Conduct in-service programs on the proper use and maintenance of equipment and facilities.	5	2	5	16	11	15	4.65	2	3	4	11	12	9	4.51
43. Visit programs to assess equipment and facilities in terms of safety and suitability for purpose.	3	1	4	17	15	14	4.73	1	1	8	12	11	8	4.43

TABLE XXVIII (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
44. Assist in purchasing equipment at the local level.	4	2	7	6	11	24	4.96	2	10	2	7	11	9	4.18*
45. Purchase equipment for use at the local level.	6	8	4	9	8	19	4.54	0	10	8	5	5	13	4.07
46. Assist in planning local facilities.	4	1	4	14	15	16	4.82	1	3	3	9	18	7	4.58
47. Maintain a pool of equipment for use at the local level.	6	3	6	14	10	15	4.58	2	9	6	9	7	8	3.97

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

### Adult Education

Table XXIX summarizes the responses of the teachers to six functions relating to adult education. In this area, teachers have continued their tendency to tell the State Department that they desire more for the coming year. Remembering that the degree scale is from 2 to 6, state staff should note that on four of the items, teachers responded by indicating a mean of less than 4.0 for the past school year (items 50, 51, 52 and 53). On these same four functions, there was a significant amount of increase in the manner in which they wish for them to be performed for the coming year.

One area of concern is the large number of instructors who did not know about the state staff's performance in adult education for last year, and furthermore, did not feel that they had a basis for judgment for next year. For example, on item 51, 15 indicated that they did not know if the state personnel visited adult vocational programs last year. In addition, 13 of these same teachers said that they had no basis for judging next year's performance.

Administrators in Table XXX appear to rate the actual performance for last year much closer to what they desire for the coming year. On only one item is there a major difference, and in this case they seem to agree with the teachers that more visiting of adult vocational programs should be done (item 51). As with the instructors, large numbers of administrators responded by saying that they did not know about the performance in these areas for the past year. They were, however, more likely to express an opinion about a desired degree of performance for the 1978-79 school year.

TABLE XXIX

TEACHER RESPONSES TO ITEMS RELATING TO ADULT EDUCATION  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
48. Provide assistance in planning adult education programs.	5	3	9	16	10	11	4.35	4	3	2	12	15	18	4.86
49. Assist in organizing adult vocational programs.	4	6	4	18	14	8	4.28	4	3	3	11	19	14	4.76
50. Conduct workshops on adult education teaching methods and techniques.	5	7	7	21	9	5	3.96	5	2	3	16	15	13	4.69*
51. Visit adult voca- tional programs.	15	9	13	12	5	0	3.33	13	1	6	18	10	6	4.34*
52. Train instructors in methods of teaching adults.	6	8	12	18	8	2	3.67	6	1	5	16	14	12	4.65*

TABLE XXIX (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
53. Teach adult education workshops and classes.	9	13	12	13	5	2	3.36	7	5	4	21	9	8	4.23*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXX

ADMINISTRATOR RESPONSES TO ITEMS RELATING TO ADULT EDUCATION  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
48. Provide assistance in planning adult education programs.	4	0	7	12	11	7	4.49	0	0	2	13	15	11	4.85
49. Assist in organizing adult vocational programs.	6	0	6	13	11	5	4.43	1	0	4	14	9	13	4.78
50. Conduct workshops on adult education teaching methods and techniques.	7	2	9	10	10	3	4.09	1	0	5	13	14	8	4.63
51. Visit adult voca- tional programs.	10	2	11	12	5	1	3.74	4	0	5	16	8	8	4.51*
52. Train instructors in methods of teaching adults.	12	3	8	11	4	3	3.86	3	2	5	11	7	13	4.63

TABLE XXX (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
53. Teach adult education workshops and classes.	9	6	5	9	9	3	3.94	4	3	7	12	11	4	4.16

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

Tables XXXI and XXXII indicate that there were no significant differences in the way teachers and administrators perceive adult education functions of the State Department. Of interest, however, is that unlike the previous sections, the administrators tended to rate both last year's performance and that desired for next year as higher than the instructors.

#### Special Needs Programs

Teachers and administrators were asked to respond to three possible functions relating to special needs programs. Teachers, as shown in Table XXXIII, had strong feelings about the fact that more needs to be done by the State Department in the area of working with special needs. The mean for item 54 for last year at 3.52 was increased to 4.50, indicating the feeling that teachers see a greater need for assistance to be provided to administrators in planning programs for special needs students. Likewise, they want teaching materials to be provided for these programs and want training of teachers to be coordinated for teachers who work with special needs.

As in the section on adult education, it is noted that several of the teachers did not know about past performance or felt that they did not have a basis for judging what should occur during the 1978-79 school year.

Table XXXIV gives the responses of the administrators to the functions relating to special needs programs. Like the teachers, there was, after computing the chi square analysis, a significant difference in the manner in which they responded to all three items.



TABLE XXXI

RESPONSES TO ITEMS RELATING TO ADULT EDUCATION DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
48. Provide assistance in planning adult education programs.	5	3	9	16	10	11	4.35	4	0	7	12	11	7	4.49
49. Assist in organizing adult vocational programs.	4	6	4	18	14	8	4.28	6	0	6	13	11	5	4.43
50. Conduct workshops on adult education teaching methods and techniques.	5	7	7	21	9	5	3.96	7	2	9	10	10	3	4.09
51. Visit adult vocational programs.	15	9	13	12	5	0	3.33	10	2	11	12	5	1	3.74
52. Train instructors in methods of teaching adults.	6	8	12	18	8	2	3.67	12	3	8	11	4	3	3.86

TABLE XXXI (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
53. Teach adult education workshops and classes.	9	13	12	13	5	2	3.36	9	6	5	9	9	3	3.94

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXXII

RESPONSES TO ITEMS RELATING TO ADULT EDUCATION FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never				Very Often	Mean	No Basis for Judgment**	Never				Very Often	Mean
	2	3	4	5	6	2		3	4	5	6			
48. Provide assistance in planning adult education programs.	4	3	2	12	15	18	4.86	0	0	2	13	15	11	4.85
49. Assist in organiz- ing adult vocational programs.	4	3	3	11	19	14	4.76	1	0	4	14	9	13	4.78
50. Conduct workshops on adult education teaching methods and techniques.	5	2	3	16	15	13	4.69	1	0	5	13	14	8	4.63
51. Visit adult voca- tional programs.	13	1	6	18	10	6	4.34	4	0	5	16	8	8	4.51
52. Train instructors in methods of teaching adults.	6	1	5	16	14	12	4.64	3	2	5	11	7	13	4.63

TABLE XXXII (Continued)

Item	Teacher Responses						Mean	Administrator Responses						Mean
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6		No Basis for Judgment**	Never 2	3	4	5	Very Often 6	
53. Teach adult education workshops and classes.	7	5	4	21	9	8	4.23	4	3	7	12	11	4	4.16

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXXIII

TEACHER RESPONSES TO ITEMS RELATING TO SPECIAL NEEDS PROGRAMS  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
54. Assist administrators in planning programs for special needs students.	8	9	14	14	8	1	3.52	6	1	8	16	12	11	4.50*
55. Provide teaching materials suitable for programs with special needs.	9	6	10	15	12	2	3.87	6	1	4	12	17	14	4.81*
56. Coordinate training of teachers to work with special needs students.	10	9	10	17	7	1	3.57	6	3	4	15	14	12	4.58*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXXIV

ADMINISTRATOR RESPONSES TO ITEMS RELATING TO SPECIAL NEEDS PROGRAMS  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
54. Assist administrators in planning programs for special needs students.	2	9	12	11	5	2	3.46	2	3	3	15	10	8	4.44*
55. Provide teaching materials suitable for programs with special needs.	5	7	9	14	5	1	3.56	3	2	1	13	9	13	4.79*
56. Coordinate training of teachers to work with special needs students.	5	4	15	10	5	2	3.61	3	0	3	11	14	10	4.82*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

Little difference is evidenced in the way teachers and administrators responded to these items as shown in Tables XXXV and XXXVI. Overall, all responses related to the actual performance of the tasks by both teachers and administrators are less than 4.0. This would seem to show that it is perceived that state staff members are doing little to help in the area of special needs.

Although both groups are in agreement that they desire more from the state office in this area, the overall means are not as high as other areas compared on the questionnaire.

#### Advisory Committees

Only two items on the questionnaire related to the area of advisory committees. On Table XXXVII, teachers appear to want increased assistance in organizing and utilizing advisory committees as evidenced by the results of item 57. There is some difficulty in evaluating the responses of item 58, organize state-wide advisory committees for program areas. In each instance, 11 of the instructors did not know about this function for the past year and eight more continued by saying that they did not have a basis for judging performance for the coming year.

Administrators also agreed that there should be an increase in the amount of assistance received during the next school year as evidenced by the increased mean of 4.41 as compared to 3.76. Little difference was shown in the responses for item 58 when comparing the past year with the desired performance for next year. The mean of 4.15 does not show a complete picture, however, due to the frequency of responses at all degree levels.

TABLE XXXV

RESPONSES TO ITEMS RELATING TO SPECIAL NEEDS PROGRAMS DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
54. Assist administrators in planning programs for special needs students.	8	9	14	14	8	1	3.52	2	9	12	11	5	2	3.46
55. Provide teaching materials suitable for programs with special needs.	9	6	10	15	12	2	3.87	5	7	9	14	5	1	3.56
56. Coordinate training of teachers to work with special needs students.	10	9	10	17	7	1	3.57	5	4	15	10	5	2	3.61

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.



TABLE XXXVI

RESPONSES TO ITEMS RELATING TO SPECIAL NEEDS PROGRAMS FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
54. Assist administrators in planning programs for special needs students.	6	1	8	16	12	11	4.50	2	3	3	15	10	8	4.44
55. Provide teaching materials suitable for programs with special needs.	6	1	4	12	17	14	4.81	3	2	1	13	9	13	4.79
56. Coordinate training of teachers to work with special needs students.	6	3	4	15	14	12	4.58	3	0	3	11	14	10	4.82

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXXVII

TEACHER RESPONSES TO ITEMS RELATING TO ADVISORY COMMITTEES  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
57. Assist administrators and instructors in organizing and utilizing advisory committees.	3	3	16	17	12	3	3.92	3	0	6	18	15	12	4.65*
58. Organize state-wide advisory committees for program areas.	11	7	7	16	7	6	3.95	8	1	6	22	10	7	4.35

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XXXVIII

ADMINISTRATOR RESPONSES TO ITEMS RELATING TO ADVISORY COMMITTEES  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
57. Assist administrators and instructors in organizing and utilizing advisory committees.	3	4	13	12	6	3	3.76	2	5	3	11	11	9	4.41*
58. Organize state-wide advisory committees for program areas.	8	2	5	15	7	4	4.18	8	4	7	8	8	6	4.15

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

As in other areas, Tables XXXIX and XL show that there was not a significant amount of difference in the manner in which teachers and administrators responded to these two items.

#### Other Functions

Eleven other areas which might be considered as functions of the State Department are listed on Table XLI. Of these, instructors continued in their tendency of wanting more from the state office, although there are two exceptions as shown on this table. Even though the decreases are not extreme enough so as to be classified as significant, teachers on item 61 projected less need in monitoring by the state personnel of instructors and administrators for promptness in making reports. Another decline was shown on item 65, certify teachers according to a minimum set of standards.

A significant increase was shown on items 63 and 67, with the means increasing from 4.02 to 4.74 and from 4.35 to 5.36. This seems to indicate that teachers want the state staff to work with them more in implementing career education programs. They are also quite definite in saying that the State Department should provide additional funds required to maintain a vocational program beyond the costs of a general program.

It is interesting to note the large number of teachers (16) who did not know whether state staff had met with local boards of education when requested. Furthermore, 11 of these instructors indicated that they did not have a basis for judgment for the coming year. On the last three items, there were again a large number of teachers who did not know about the performance of the State Department for the past year.

TABLE XXXIX

RESPONSES TO ITEMS RELATING TO ADVISORY COMMITTEES DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
57. Assist administrators and instructors in organizing and utilizing advisory committees.	3	3	16	17	12	3	3.92	3	4	13	12	6	3	3.76
58. Organize state-wide advisory committees for program areas.	11	7	7	16	7	6	3.95	8	2	5	15	7	4	4.18

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XL

RESPONSES TO ITEMS RELATING TO ADVISORY COMMITTEES FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
57. Assist administrators and instructors in organizing and utilizing advisory committees.	3	0	6	18	15	12	4.65	2	5	3	11	11	9	4.41
58. Organize state-wide advisory committees for program areas.	8	1	6	22	10	7	4.35	8	4	7	8	8	6	4.15

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XLI

TEACHER RESPONSES TO ITEMS RELATING TO OTHER FUNCTIONS  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 54)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
59. Review placement and follow-up records for each program.	5	2	8	18	12	9	4.37	7	1	3	22	15	6	4.47
60. Provide data and information to the local level which has been collected by the State Department.	2	0	7	18	13	14	4.65	5	2	3	13	17	14	4.78
61. Monitor instructors and administrators for promptness in making reports.	3	1	4	15	15	16	4.80	4	2	1	23	11	13	4.64
62. Assist administrators and instructors in correctly completing their report forms.	3	0	6	16	11	18	4.80	3	0	2	13	15	21	5.08

TABLE XLI (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
63. Work with instructors and administrators in implementing career education programs.	6	4	11	20	6	7	4.02	5	0	4	20	10	15	4.74*
64. Meet, upon request, with local boards of education.	16	3	2	13	12	8	4.53	11	2	1	18	6	16	4.77
65. Certify teachers according to a minimum set of standards.	4	1	2	10	10	27	5.20	5	2	1	14	7	25	5.06
66. Certify programs according to a minimum set of standards.	5	2	3	12	10	22	4.96	5	1	1	13	11	23	5.10
67. Provide additional funds required to maintain a vocational program beyond the costs of a general program.	11	3	9	11	10	10	4.35	7	0	1	9	9	28	5.36*



TABLE XLI (Continued)

Item	Extent to Which Functions were Performed 1977-78						Mean	Extent to Which Functions Should be Performed 1978-79						Mean
	Do Not Know**	Never 2	3	4	5	Very Often 6		No Basis for Judgment**	Never 2	3	4	5	Very Often 6	
68. Work with instructors and administrators in designing research to seek answers to specific problems.	12	2	4	15	14	7	4.48	8	0	2	19	15	10	4.72
69. Assist local staff in analyzing research data.	13	2	5	18	11	5	4.29	8	2	2	19	14	9	4.57

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

Administrators' responses, Table XLII, were similar in their tendency to increase just as the teachers did. Significant differences are also shown on items 63 and 67 like the teachers, as well as on item 69. The mean increase from 4.00 to 4.90 seems to show that administrators want more assistance in analyzing research data.

In perceiving the degree in which these 11 functions were performed during the last school year, there were no significant differences in the way in which teachers and administrators responded (Table XLIII).

In Table XLIV, there is again a great deal of agreement in the manner in which the two groups responded. Of interest is the major difference shown in item 64, which would indicate that administrators would be less likely than teachers to want the state personnel to meet with local boards of education.

The extremes in many of the item frequencies tend to show that teachers, as well as administrators, want many of the functions to be performed to a greater degree for the coming year.

TABLE XLII

ADMINISTRATOR RESPONSES TO ITEMS RELATING TO OTHER FUNCTIONS  
 REPORTED BY FREQUENCY AND MEAN  
 (N = 41)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
59. Review placement and follow-up records for each program.	3	4	4	17	8	5	4.16	2	2	7	15	8	7	4.28
60. Provide data and information to the local level which has been collected by the State Department.	2	0	3	15	9	12	4.77	2	0	5	10	7	17	4.92
61. Monitor instructors and administrators for promptness in making reports.	3	1	4	14	6	13	4.68	2	2	3	15	8	11	4.59
62. Assist administrators and instructors in correctly completing their report forms.	3	0	2	15	12	9	4.74	1	0	4	14	11	11	4.73

TABLE XLII (Continued)

Item	Extent to Which Functions were Performed 1977-78							Extent to Which Functions Should be Performed 1978-79						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
63. Work with instructors and administrators in implementing career education programs.	6	1	10	16	5	3	3.97	1	1	2	14	14	9	4.70*
64. Meet, upon request, with local boards of education.	9	4	8	6	9	5	4.09	3	2	7	8	11	10	4.53
65. Certify teachers according to a minimum set of standards.	2	0	2	8	8	21	5.23	2	0	0	9	8	22	5.33
66. Certify programs according to a minimum set of standards.	4	1	1	13	6	16	4.95	3	3	0	9	11	15	4.92
67. Provide additional funds required to maintain a vocational program beyond the costs of a general program.	1	3	9	17	5	6	4.05	1	1	2	6	6	25	5.30*

TABLE XLII (Continued)

Item	Extent to Which Functions were Performed 1977-78						Mean	Extent to Which Functions Should be Performed 1978-79						Mean
	Do Not Know**	Never 2	3	4	5	Very Often 6		No Basis for Judgment**	Never 2	3	4	5	Very Often 6	
68. Work with instructors and administrators in designing research to seek answers to specific problems.	3	2	5	17	8	6	4.29	3	3	0	12	9	14	4.82
69. Assist local staff in analyzing research data.	4	2	11	13	7	4	4.00	3	0	3	10	13	12	4.90*

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" and "no basis for judgment" categories and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

TABLE XLIII

RESPONSES TO ITEMS RELATING TO OTHER FUNCTIONS DURING 1977-78  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
59. Review placement and follow-up records for each program.	5	2	8	18	12	9	4.37	3	4	4	17	8	5	4.16
60. Provide data and information to the local level which has been collected by the State Department.	2	0	7	18	13	14	4.65	2	0	3	15	9	12	4.77
61. Monitor instructors and administrators for promptness in making reports.	3	1	4	15	15	16	4.80	3	1	4	14	6	13	4.68
62. Assist administrators and instructors in correctly completing their report forms.	3	0	6	16	11	18	4.80	3	0	2	15	12	9	4.74
63. Work with instructors and administrators in implementing career education programs.	6	4	11	20	6	7	4.02	6	1	10	16	5	3	3.97

TABLE XLIII (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
64. Meet, upon request, with local boards of education.	16	3	2	13	12	8	4.53	9	4	8	6	9	5	4.09
65. Certify teachers according to a minimum set of standards.	4	1	2	10	10	27	5.20	2	0	2	8	8	21	5.23
66. Certify programs according to a minimum set of standards.	5	2	3	12	10	22	4.96	4	1	1	13	6	16	4.95
67. Provide additional funds required to maintain a vocational program beyond the costs of a general program.	11	3	9	11	10	10	4.35	1	3	9	17	5	6	4.05
68. Work with instructors and administrators in designing research to seek answers to specific problems.	12	2	4	15	14	7	4.48	3	2	5	17	8	6	4.29

TABLE XLIII (Continued)

Item	Teacher Responses							Administrator Responses						
	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean	Do Not Know**	Never 2	3	4	5	Very Often 6	Mean
69. Assist local staff in analyzing research data.	13	2	5	18	11	5	4.29	4	2	11	13	7	4	4.00

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "do not know" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.



TABLE XLIV

RESPONSES TO ITEMS RELATING TO OTHER FUNCTIONS FOR 1978-79  
REPORTED BY FREQUENCY AND MEAN

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
59. Review placement and follow-up records for each program.	7	1	3	22	15	6	4.47	2	2	7	15	8	7	4.28
60. Provide data and information to the local level which has been collected by the State Department.	5	2	3	13	17	14	4.78	2	0	5	10	7	17	4.92
61. Monitor instructors and administrators for promptness in making reports.	4	2	1	23	11	13	4.64	2	2	3	15	8	11	4.59
62. Assist administrators and instructors in correctly completing their report forms.	3	0	2	13	15	21	5.08	1	0	4	14	11	11	4.73

TABLE XLIV (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
63. Work with instructors and administrators in implementing career education programs.	5	0	4	20	10	15	4.74	1	1	2	14	14	9	4.70
64. Meet, upon request, with local boards of education.	11	2	1	18	6	16	4.77	3	2	7	8	11	10	4.53*
65. Certify teachers according to a minimum set of standards.	5	2	1	14	7	25	5.06	2	0	0	9	8	22	5.33
66. Certify programs according to a minimum set of standards.	5	1	1	13	11	23	5.10	3	3	0	9	11	15	4.92
67. Provide additional funds required to maintain a vocational program beyond the costs of a general program.	7	0	1	9	9	28	5.36	1	1	2	6	6	25	5.30

TABLE XLIV (Continued)

Item	Teacher Responses							Administrator Responses						
	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean	No Basis for Judgment**	Never 2	3	4	5	Very Often 6	Mean
68. Work with instructors and administrators in designing research to seek answers to specific problems.	8	0	2	19	15	10	4.72	3	3	0	12	9	14	4.82
69. Assist local staff in analyzing research data.	8	2	2	19	14	9	4.57	3	0	3	10	13	12	4.90

\*Indicates a significant difference in the responses as computed by a chi square and compared at the .05 level.

\*\*In computing the mean and chi square analyses, the number "1" was assigned to the "no basis for judgment" category and was therefore not included in figuring these scores. A "2" indicates a "never" response and a "6" is indicative of a "very often" response.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to determine the role of the State Department of Vocational and Technical Education in Oklahoma as perceived by administrators and teachers in the comprehensive high schools of that state. Specifically, respondents were asked to indicate their perceptions toward certain functions which were listed as possible responsibilities of the State Agency by indicating the extent to which the State Department actually performed each function during the 1977-78 school year as compared to the extent to which the State Department should perform each function during the next school year.

The study was designed to answer the following questions: What difference exists between the roles which the personnel of the State Department actually perform and those which they should perform as perceived by selected instructors and administrators? What difference, if any, exists in the perceived roles of the State Department as stated by comprehensive high school administrators as compared to instructors?

A mailed questionnaire was developed to get the information needed to answer the research questions. The populations used were the administrators and vocational teachers in Oklahoma's comprehensive high schools. Random samples of each of the two populations were selected,

with 60 teachers and 42 administrators being used in the research groups. The questionnaire, containing 69 items which were listed as possible functions of the State Department, were mailed to the individuals randomly selected. After a second mailing and telephone follow-ups, a 97.6 percent return from the administrators and a 93.1 percent of the teacher responses were considered for analysis in the study.

The analysis included determining the frequency counts for all items at all possible degrees of responses. In addition, after omitting the "do not know" and "no basis for judgment" categories in the numbering, mean scores were figured for each item. To determine if there was any significant difference in the manner in which teachers and administrators answered or in the perceptions of actual performance for the past year as compared to the desired performance for the coming school year, chi square analyses were computed for each item.

The data analysis was organized into the following major functional areas: supervision, student organizations, instructional improvement, public relations, planning and evaluation, professional development, facilities and equipment, adult education, special needs programs, advisory committees, and other functions.

#### Limitations of the Study

The generalization of the results of this study to the population is limited by the fact that less than 100 percent of the participants in the two samples returned the questionnaires; therefore, giving less responses than were desired for reaching conclusions in the study.

## Findings and Conclusions

Research questions were formulated to provide a systematic investigation into determining the role of the Oklahoma State Department of Vocational and Technical Education. The following findings and conclusions are based on the results of this study and are organized around these questions.

Question 1. What difference exists between the roles which the personnel of the State Department actually perform and those which they should perform?

Based on the data obtained when the questionnaires were returned by teachers and administrators, it can be concluded there is indeed a difference in the manner in which the staff of the State Department actually performed the functions listed on the questionnaire as compared to the manner in which it is desired that they be performed during the coming school year. Specifically, the following findings resulted from the study:

1. Teachers would like for more supervisory visits to be made to each local program by the state staff.
2. Administrators want less limiting of teachers to teaching predetermined numbers of course hours each day.
3. Both teachers and administrators wish for more coordination of activities through the Oklahoma Secondary School's Activities Association so as to minimize conflicts in scheduling.
4. Administrators desire more assistance in integrating student organization activities into the instructional program.

5. Administrators also want more coordination of student activities so that a minimum amount of instructional time is used.
6. Teachers feel that a greater amount of time should be used in promoting the implementation of performance based instruction.
7. Both instructors and administrators want greater emphasis on providing books and audio visual materials on a free loan basis to local programs.
8. Administrators would like for more information to be provided concerning resources and materials for instruction.
9. Instructors desire more public relations services from the state level.
10. Both teachers and administrators desire that more resources be supplied to instructors for public relations programs.
11. Instructors and administrators both wish for more assistance in planning public relations programs.
12. Considerably more emphasis needs to be placed on advising the legislature as to conditions and needs of the schools as viewed by teachers and administrators.
13. Teachers desire greater technical assistance in the development of local plans for vocational education.
14. More technical assistance should be provided to local instructors and administrators in planning and implementing local programs as perceived by instructors.
15. Teachers feel that more assistance should be given to local administrators in planning budgets.
16. Both teachers and administrators desire more assistance in developing effective techniques of self-evaluation.

17. Administrators desire less evaluation of local departments to determine if local goals are being met.
18. State staff should provide greater leadership in assessing teacher performance as viewed by administrators.
19. Both teachers and administrators feel that the State Department should conduct more in-service training programs for administrators.
20. Teachers want increased emphasis on all areas dealing with facilities and equipment.
21. Both teachers and administrators want more assistance from the State Department in purchasing equipment at the local level.
22. State personnel should conduct workshops on adult education teaching methods and techniques as expressed by teachers.
23. Instructors and administrators want more visiting of adult vocational programs by state staff.
24. Teachers tend to desire that the State Department train instructors in methods of teaching adults and teach adult education workshops and classes.
25. Instructors and administrators are in agreement that they desire that the state staff perform all tasks related to special needs to a greater degree for the coming year.
26. Both teachers and administrators desire more assistance in organizing and utilizing advisory committees.
27. Instructors and administrators desire more assistance in implementing career education programs.



28. More funds should be provided to maintain a vocational program beyond the costs of a general program as expressed by both groups of respondents.
29. Administrators desire more assistance in analyzing research data.

It can be concluded from this study that both teachers and administrators desire increased emphasis on many functions already performed by the personnel of the State Department. On a very small number of the items, the overall means were lower which meant that there was a need for less service in these areas.

Question 2. What difference, if any, exists in the perceived roles of the State Department as stated by comprehensive high school administrators as compared to instructors?

A comparison was made to determine if there was a significant amount of difference in the manner in which the teachers and administrators responded to the 69 items on the questionnaire. Following the chi square analyses of the items, it can be concluded that these functions are perceived differently by the two groups.

1. Teachers desire considerably more help in determining optimum enrollment levels for the program areas than do administrators.
2. Administrators are less inclined to desire limiting of teachers to teaching predetermined numbers of course hours each day than are instructors.
3. Instructors are more likely to desire coordination of hiring of instructors at the local level.

4. Administrators rate the need for state staff to promote cooperation between instructors and administrators at the local level lower than do teachers.
5. Although both groups are quite strong in their feelings, administrators desire coordination of district-wide and state-wide student organization activities to a lower degree than do the teachers.
6. Instructors believe there is a greater need for assisting in integrating student organization activities into the instructional program than do administrators.
7. Administrators rate the degree of coordination of activities through the Oklahoma Secondary School's Activities Association lower than do the teachers who responded in the study.
8. Instructors rate the promotion of implementation of performance based instruction for the past year higher than do the administrators.
9. Instructors felt that the State Department provided information concerning resources and materials for instruction at a higher level than did the administrators.
10. Both last year and in the future, teachers rate the provision by the State Department of books and audio visual materials on a free loan basis to local programs higher than did the administrators.
11. Administrators generally desire less in the way of public relations services from the state level than do the teachers.

12. Teachers rate higher for both years the need for the state office to provide instructors with resources for public relations programs.
13. During the past school year, teachers were more inclined than administrators to rate to a high degree the attendance at banquets, advisory committee meetings, vocational week activities, etc. when requested.
14. Teachers felt that the state staff provided more news releases for use at the local level than did the administrators.
15. Teachers are more likely to feel that administrators need assistance in planning budgets than do the administrators.
16. For both the past school year and the next, teachers rated the need for the state personnel to provide leadership in assessing teacher performance higher than did the administrators.
17. In all cases, administrators rated the functions relating to professional development lower than did the teachers.
18. Teachers are more likely to desire that the state office inform administrators and instructors of minimum state standards for equipment and facilities than did the administrators.
19. Superintendents and principals rated the need for the State Department to assist in purchasing equipment at the local level lower than did the teachers.
20. Both groups seemed to agree about the items relating to adult education and working with the special needs programs.
21. Administrators are less likely to desire for the state staff to meet, upon request, with local boards of education.

It was the finding of this study that there was a great deal of agreement between the two groups considered in this study. Where differences did occur, the teachers were more likely to rate the performance of a function by the State Department to a higher degree than were the administrators.

#### Recommendations

After considering the conclusions and results of the study, the following recommendations are proposed:

1. Due to the overall tendency by administrators to rate to a lower degree the performance of functions by the State Department of Vocational and Technical Education, it is recommended that information relating to these functions be made available to administrators of the comprehensive high schools through the State Department regional administrators.
2. Because of these lower responses, by administrators, it is recommended that state supervisory personnel place greater emphasis on consultation with local administrators.
3. The study found a decided need for greater coordination of activities to minimize conflicts in scheduling. It is, therefore, recommended that state staff be urged to work closely with the Oklahoma Secondary School's Association when scheduling activities.
4. Both teachers and administrators expressed a greater need for materials on a free loan basis. Because this service is already available, it is recommended that increased emphasis be placed

on letting local school personnel know of the availability of materials.

5. Due to the responses on the items relating to public relations, it is recommended that the state office place greater emphasis on public relations activities.
6. There seemed to be little knowledge of the state-owned equipment pool. When feasible, it is recommended that this service be made available to personnel at the local level.
7. This study was an effort to determine what the role of the State Department has and should be. It was limited by the use of only two groups, therefore, it is recommended that a similar study be conducted with different populations such as area vocational and technical school personnel, teacher educators, advisory council members, and others.

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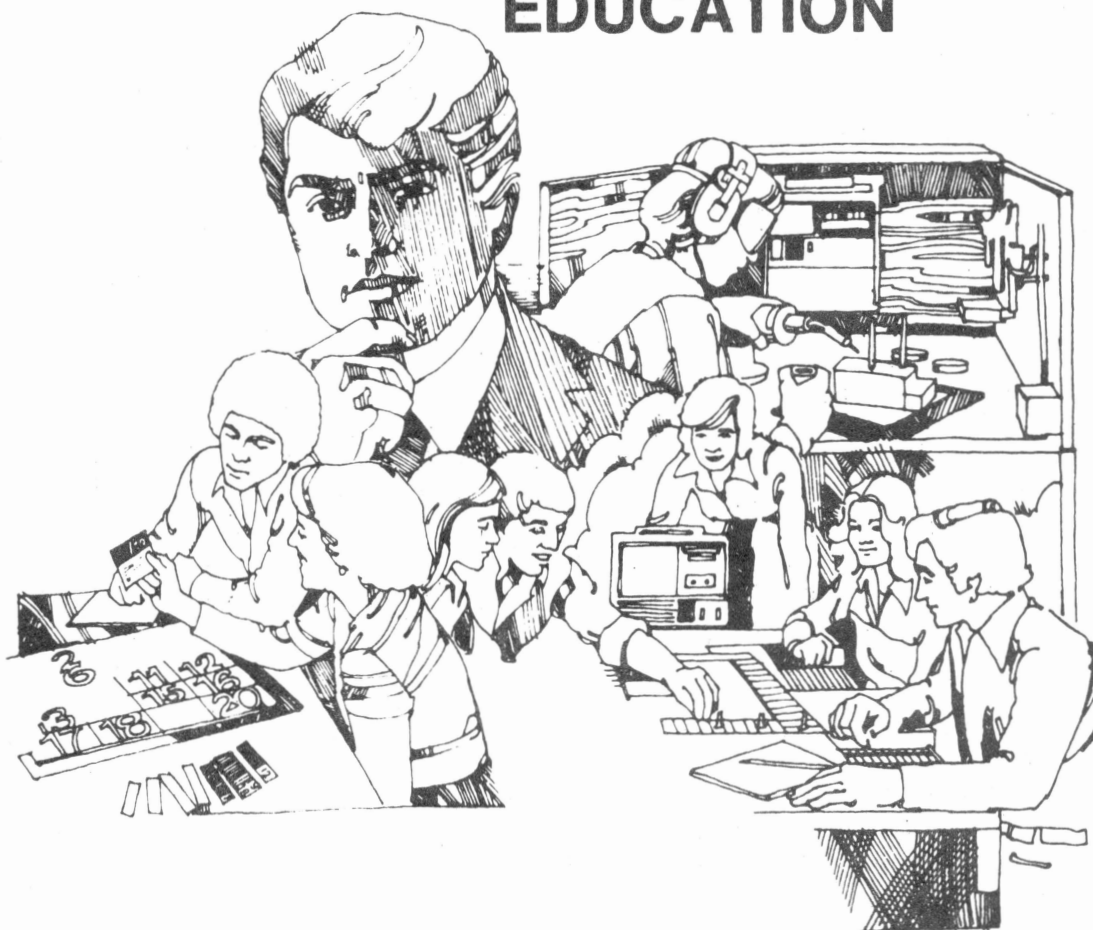
## APPENDIXES



## APPENDIX A

### THE INSTRUMENT

# ROLE of the OKLAHOMA STATE DEPARTMENT of VOCATIONAL - TECHNICAL EDUCATION



## PURPOSE OF THE STUDY

This instrument is designed to determine the role(s) of the Oklahoma State Department of Vocational-Technical Education as perceived by teachers and administrators. It is planned that this study will help the State Department in planning for the services to be provided in the future.

Listed below are functions which may be the responsibility of the Oklahoma State Department of Vocational and Technical Education (hereinafter referred to as the State Department). In the column to the left, please indicate (x) the extent to which you think the State Department actually performed each function during the 1977-78 school year. In the column to the right, please indicate (x) the extent to which you think the State Department should perform each function during the next school year.

To the best of your knowledge, indicate the extent to which the State Department <u>performed</u> each function during the 1977-78 school year.		FUNCTIONS	In your best judgment, indicate the extent to which the State Department <u>should perform</u> each function during the next school year.	
Do Not Know	Never                      Very Often		No Basis for Judgment	Never                      Very Often
	/ / / / / / /	Supervise programs at the local level.		/ / / / / / /
	/ / / / / / /	Make supervisory visits to each local program.		/ / / / / / /
	/ / / / / / /	Determine optimum enrollment levels for each program.		/ / / / / / /
	/ / / / / / /	Limit teachers to teaching predetermined numbers of course hours each day.		/ / / / / / /
	/ / / / / / /	Coordinate the hiring of instructors at the local level.		/ / / / / / /
	/ / / / / / /	Promote cooperation between instructors and administrators at the local level.		/ / / / / / /
	/ / / / / / /	Coordinate district-wide and state-wide student organization activities.		/ / / / / / /

To the best of your knowledge, indicate the extent to which the State Department performed each function during the 1977-78 school year.

# FUNCTIONS

In your best judgment, indicate the extent to which the State Department should perform each function during the next school year

Do Not Know			FUNCTIONS	No Basis for Judgment		
	Never	Very Often			Never	Very Often
	/ / / / / / /		Visit programs to assist with student organization leadership and participation.		/ / / / / / /	
	/ / / / / / /		Assist in integrating student organization activities into the instructional program.		/ / / / / / /	
	/ / / / / / /		Coordinate student activities so that a minimum amount of instructional time is used.		/ / / / / / /	
	/ / / / / / /		Coordinate activities through the Okla. Secondary Schools Activities Assn. so as to minimize conflicts in scheduling.		/ / / / / / /	
	/ / / / / / /		Develop instructional materials at the local level.		/ / / / / / /	
	/ / / / / / /		Conduct workshops concerning the use of state developed instructional materials.		/ / / / / / /	
	/ / / / / / /		Visit programs to observe and assist in instructional development.		/ / / / / / /	
	/ / / / / / /		Assist instructors in the selection of books and instructional materials.		/ / / / / / /	

To the best of your knowledge, indicate the extent to which the State Department performed each function during the 1977-78 school year.

FUNCTIONS

In your best judgment, indicate the extent to which the State Department should perform each function during the next school year.

Do Not Know	Never	Very Often	FUNCTIONS	No Basis for Judgment	Never	Very Often
				Promote the implementation of performance based instruction.		
			Provide information concerning resources and materials for instruction.			
			Provide books and audio-visual materials on a free loan basis to local programs.			
			Provide public relations services from the state level.			
			Provide instructors with resources for public relations programs.			
			Attend banquets, advisory committee meetings, vocational week activities, etc. when requested.			
			Provide news releases for use at the local level.			
			Assist instructors in planning public relations programs.			

To the best of your knowledge, indicate the extent to which the State Department performed each function during the 1977-78 school year.

FUNCTIONS

In your best judgment, indicate the extent to which the State Department should perform each function during the next school year.

Do Not Know			FUNCTIONS	No Basis for Judgment		
	Never	Very Often			Never	Very Often
	/ / / / / / /		Advise the legislature as to conditions and needs of the schools.		/ / / / / / /	
	/ / / / / / /		Establish state standards and minimum requirements for program areas.		/ / / / / / /	
	/ / / / / / /		Evaluate local vocational program in terms of state standards and requirements.		/ / / / / / /	
	/ / / / / / /		Evaluate local departments to determine if local goals are being met.		/ / / / / / /	
	/ / / / / / /		Provide technical assistance in the development of local plans for vocational education.		/ / / / / / /	
	/ / / / / / /		Provide technical assistance to local instructors and administrators in planning and implementing local programs.		/ / / / / / /	
	/ / / / / / /		Assist local administrators in planning budgets.		/ / / / / / /	
	/ / / / / / /		Provide leadership in assessing teacher performance.		/ / / / / / /	

To the best of your knowledge, indicate the extent to which the State Department performed each function during the 1977-78 school year.

FUNCTIONS

In your best judgment, indicate the extent to which the State Department should perform each function during the next school year.

Do Not Know			FUNCTIONS	No Basis for Judgment		
	Never	Very Often			Never	Very Often
	/ / / / / / /		Assist teachers in developing effective techniques of self-evaluation.		/ / / / / / /	
	/ / / / / / /		Plan professional development activities at the local level.		/ / / / / / /	
	/ / / / / / /		Assist administrators in planning staff development programs.		/ / / / / / /	
	/ / / / / / /		Conduct in-service training programs for administrators.		/ / / / / / /	
	/ / / / / / /		Encourage membership and active participation in professional organizations.		/ / / / / / /	
	/ / / / / / /		Assist teachers in maintaining minimum professional qualifications.		/ / / / / / /	
	/ / / / / / /		Conduct regular professional improvement (PI) meetings.		/ / / / / / /	
	/ / / / / / /		Encourage and assist teachers in upgrading skills and competencies in instructional areas.		/ / / / / / /	

To the best of your knowledge, indicate the extent to which the State Department performed each function during the 1977-78 school year.

FUNCTIONS

In your best judgment, indicate the extent to which the State Department should perform each function during the next school year.

Do Not Know	Never	Very Often	FUNCTIONS	No Basis for Judgment	Never	Very Often
	/ / / / / /		Establish minimum state standards for equipment and facilities.		/ / / / / /	
	/ / / / / /		Inform administrators and instructors of minimum state standards for equipment and facilities.		/ / / / / /	
	/ / / / / /		Conduct in-service programs on the proper use and maintenance of equipment and facilities.		/ / / / / /	
	/ / / / / /		Visit programs to assess equipment and facilities in terms of safety and suitability for purpose.		/ / / / / /	
	/ / / / / /		Assist in purchasing equipment at the local level.		/ / / / / /	
	/ / / / / /		Purchase equipment for use at the local level.		/ / / / / /	
	/ / / / / /		Assist in planning local facilities.		/ / / / / /	
	/ / / / / /		Maintain a pool of equipment for use at the local level.		/ / / / / /	



To the best of your knowledge, indicate the extent to which the State Department performed each function during the 1977-78 school year.

# FUNCTIONS

In your best judgment, indicate the extent to which the State Department should perform each function during the next school year.

Do Not Know				No Basis for Judgment		
	Never	Very Often			Never	Very Often
	/ / / / / / /		Provide assistance in planning adult education programs.		/ / / / / / /	
	/ / / / / / /		Assist in organizing adult education programs.		/ / / / / / /	
	/ / / / / / /		Conduct workshops on adult education teaching methods and techniques.		/ / / / / / /	
	/ / / / / / /		Visit adult vocational programs.		/ / / / / / /	
	/ / / / / / /		Train instructors in methods of teaching adults.		/ / / / / / /	
	/ / / / / / /		Teach adult education workshops and classes.		/ / / / / / /	
	/ / / / / / /		Assist administrators in planning programs for special needs students.		/ / / / / / /	
	/ / / / / / /		Provide teaching materials suitable for programs with special needs.		/ / / / / / /	
	/ / / / / / /		Coordinate training of teachers to work with special needs students.		/ / / / / / /	

To the best of your knowledge, indicate the extent to which the State Department performed each function during the 1977-78 school year.

FUNCTIONS

In your best judgment, indicate the extent to which the State Department should perform each function during the next school year.

Do Not Know	Never	Very Often		No Basis for Judgment	Never	Very Often
	/ / / / / / /		Assist administrators and instructors in organizing and utilizing advisory committees.		/ / / / / / /	
	/ / / / / / /		Organize state-wide advisory committees for program areas.		/ / / / / / /	
	/ / / / / / /		Review placement and follow-up records for each program.		/ / / / / / /	
	/ / / / / / /		Provide data and information to the local level which has been collected by the State Department.		/ / / / / / /	
	/ / / / / / /		Monitor instructors and administrators for promptness in making reports.		/ / / / / / /	
	/ / / / / / /		Assist administrators and instructors in correctly completing their report forms.		/ / / / / / /	
	/ / / / / / /		Work with instructors and administrators in implementing career education programs.		/ / / / / / /	
	/ / / / / / /		Meet, upon request, with local boards of education.		/ / / / / / /	

To the best of your knowledge, indicate the extent to which the State Department performed each function during the 1977-78 school year.

# FUNCTIONS

In your best judgment, indicate the extent to which the State Department should perform each function during the next school year.

Do Not Know			FUNCTIONS	No Basis for Judgment		
	Never	Very Often			Never	Very Often
	/ / / / / / /		Certify teachers according to a minimum set of standards.		/ / / / / / /	
	/ / / / / / /		Certify programs according to a minimum set of standards.		/ / / / / / /	
	/ / / / / / /		Provide additional funds required to maintain a vocational program beyond the costs of a general program.		/ / / / / / /	
	/ / / / / / /		Work with instructors and administrators in designing research to seek answers to specific problems.		/ / / / / / /	
	/ / / / / / /		Assist local staff in analyzing research data.		/ / / / / / /	
	/ / / / / / /		Others (please specify) _____		/ / / / / / /	

Please staple the outside edge together, and mail to us by May 1, 1978. It has been stamped and addressed for your convenience. Thank you in advance.

## APPENDIX B

### COVER LETTERS



## *Oklahoma State University*

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74074  
CLASSROOM BUILDING 406  
(405) 624-6275

April 10, 1978

The years ahead call for more and better vocational education programs. If even a small proportion of the events predicted come to pass, the Oklahoma State Department of Vocational-Technical Education will have to play a decisive role by providing professional competence and leadership essential to meet these needs.

Under the direction of Dr. Donald Phillips, I am conducting a research study to determine the role of the State Department of Vocational-Technical Education. You are invited to help by joining other teachers and administrators in Oklahoma's comprehensive high schools by responding to the enclosed questionnaire. The results of this instrument will allow us to draw conclusions about the role of this state agency for the past school year and in addition, will help to plan for the future by finding out what you feel the role should be.

A code for identification and follow-up of non-respondents has been written on the upper left corner of the questionnaire. Let me assure you that your responses will be kept confidential. Neither you nor your school will be identified in the written results of this project.

Completion of the questionnaire will require only a few minutes of your time. We would appreciate your completing the self-addressed and stamped questionnaire and returning it to us as soon as possible so that your responses can be used to plan for the next school year.

Thank you in advance.

Sincerely,

Ann Benson

Enclosure



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION  
FRANCIS TUTTLE DIRECTOR • 1816 WEST SIXTH AVE • STILLWATER OKLAHOMA 74074 • A.C. (405) 377-2000

April 10, 1978

MEMORANDUM

TO: Selected Administrators and Teachers

FROM: Francis Tuttle, State Director

SUBJECT: Enclosed Research Study

The challenges of administering vocational education programs from the state level become increasingly larger each year. To help us in meeting these challenges, we solicit your assistance by responding to the enclosed questionnaire which is a part of a research study being conducted by the School of Occupational and Adult Education at Oklahoma State University.

This is your opportunity to tell us how we have done in the past, plus state the functions you feel we should maintain in the future. It is our sincere feeling that the information gained from this study will help the State Department in planning to meet your needs.

Thank you for your assistance.

VITA <sup>2</sup>

Ann Marie Benson

Candidate for the Degree of

Doctor of Education

Thesis: THE ROLE OF THE OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION AS PERCEIVED BY SELECTED ADMINISTRATORS AND INSTRUCTORS IN COMPREHENSIVE HIGH SCHOOLS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born at Stillwater, Oklahoma, November 11, 1945, the daughter of Cliff and Minnie Williams.

Education: Graduated from Coyle High School, Coyle, Oklahoma, in May, 1964; received the Bachelor of Science degree from Oklahoma State University in 1968, with a major in Home Economics Education; received a Master of Science degree from Oklahoma State University in 1972, with a major in Home Economics Education; completed the requirements for the Doctor of Education degree at Oklahoma State University in December, 1978.

Professional Experience: Employed at Coyle Public Schools, Coyle, Oklahoma, as Kindergarten and Home Economics Teacher from 1968 to 1970; employed at Mulhall-Orlando High School, Orlando, Oklahoma, as Home Economics Teacher from 1970 to 1972; employed at the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, as Curriculum Specialist for Home Economics and Health Occupations from 1972 to 1975; employed as the Executive Director of the Mid-America Vocational Curriculum Consortium, Stillwater, Oklahoma, from 1975 to present.

Professional Organizations: Oklahoma Vocational Association, American Vocational Association, Vocational Instructional Materials, National Association for Industry-Education Cooperation, and Phi Delta Kappa.